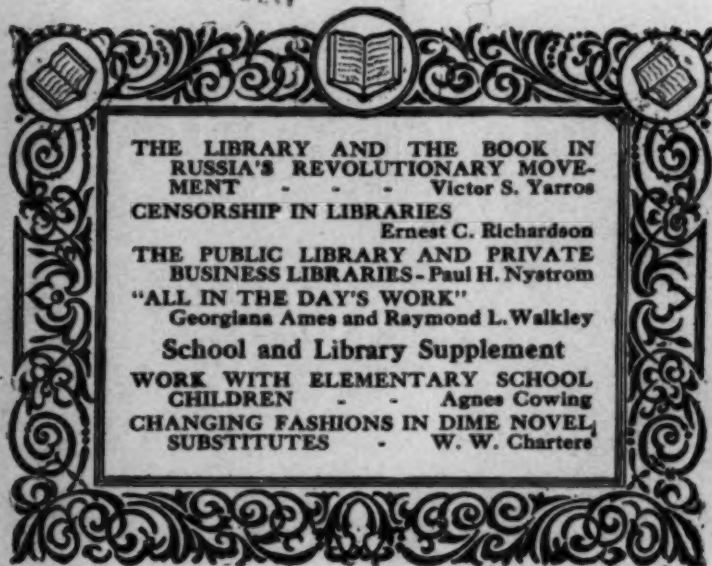


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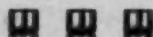
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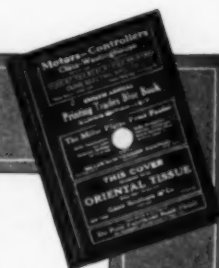
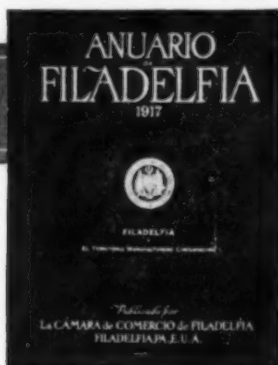
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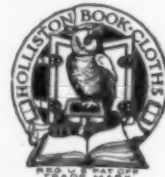
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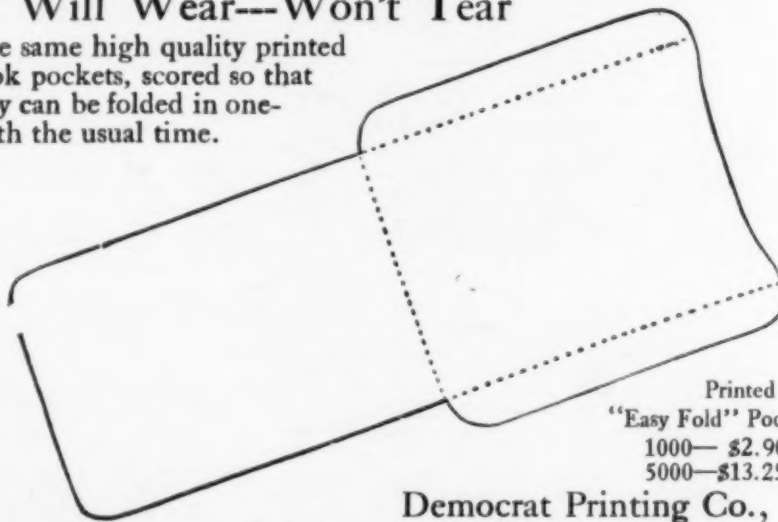
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THE LIBRARY JOURNAL

Vol. 43

MARCH, 1918

No. 3

THE long-looked-for book campaign, to solicit comprehensively donations from the public of books for the camps, will begin with an intensive "book week" drive, March 18-23. The public have already given generously in books as well as money for this purpose, but it is believed that a million or more books in addition can be obtained by national and systematic effort thru local libraries. It is not intended that the "book week" shall be the beginning and end of the whole matter, but that it shall be made the start of a persistent campaign, which will continue to bring in books as long as they are needed. Books have already been supplied in considerable measure, both by purchases and from gifts, to the camps and cantonments, and for transport abroad, but the demand will be insistent and increasing. It has been the policy of the General Director to mature plans carefully and fully in advance, rather than to rush thru plans not fully and painstakingly developed, and altho this method may have provoked criticism at the start, it is pretty sure to get better results in the end. Books have been supplied to the camp libraries about as fast as they could be handled there, as Mr. Hughes stated at the Atlantic City meeting with respect to Camp Dix. But the camp library there, to take a specific instance, now amounting to about 6000 volumes, can utilize by help of Y. M. C. A. huts something like 25,000 volumes, if supplied not too fast for the proper treatment of them by the receiving library. The General Director has prepared a careful statement of the proposed campaign in *War Service Bulletin* 5, which should be carefully read by every librarian thruout the country, and every local library should be prepared to do its share in the book campaign, so that as fast as books can obtain transportation and as fast as they can be properly handled at the camps, they may be put at the service of the boys in training or in the field.

THE treatment by libraries of seditious or propagandist publications has two phases—of historical record and of public circulation. Underlying both these is a question of fact as to what are seditious or propagandist publications, and whether this or that publication comes rightly under this class. The "Vigilantes," who have undertaken some supervision of public libraries as well as other fields, have perhaps been overzealous in unduly including books and pamphlets harmless in themselves and fair presentations of "the other side." In war, it may be said, there is only one side, but this is true only in an extreme sense. The *Wisconsin Bulletin* for January states reasonably the argument for caution in public libraries on this matter, while Mr. Dana's defense of the practice of the Newark Public Library presents reasonably the broader view. For purposes of historical record, the leading libraries, which are practically record offices, need be more comprehensive in purchases and collections, and should include books which after the war will be of historical value, but may not then be obtainable. Books of this character may fairly be withheld from the public and kept only for the present service of students and for future use. This question of historical record does not present itself to the great number of libraries. But all are concerned with the problem of popular books for public circulation, and here a careful line may wisely be drawn in the interest of the cause which our country is maintaining. The ban should scarcely be extended to cover pacifist literature, at least those books which treat of the general subject of peace, but only propagandist literature in the direct or indirect interest of enemy countries. Here the rule should be similar to that applied to sectarian books in general, as those of a religious nature. Many libraries do not permit themselves to circulate polemic books for or against a religious doctrine or a church denomination, and

common sense application of this rule should be the solution of the present problem before libraries. This view in general was that taken by Dr. Richardson in his presidential address before the American Library Institute at Atlantic City, which met with general approval, and which is reprinted elsewhere.

THE discussions at the Institute meeting brought out the desirability of a graduate school for the higher training in librarianship, but otherwise converged on the development of a national collection of books and pamphlets on the war, in the widest sense, with an historical museum in possible relation therewith. In Berlin, Lyons and London such collections of books and objects have been shaping for many months past under governmental auspices, and in Paris the Government has accepted charge of the remarkable collection begun by a private individual which he has turned over to France. In this country, the most considerable collection so far attempted has been that at Clark University, Worcester, Mass., started at the initiative of President G. Stanley Hall, as an exhibit on war psychology and carried thru in a remarkable manner by Dr. L. N. Wilson, university librarian. The New York Public Library has given much attention to obtaining such material from abroad, and there is rumor that special efforts will be made at Albany to collect such a library exhibit and museum on behalf of New York State. To be adequate, however, the enterprise should be a national and governmental one, possibly based on one of the existing collections, and its organization should not be longer deferred, lest the earlier material of the war should be later impossible of collection. A good deal of attention is being given also to the bibliography of the war, which is already reaching enormous proportions, and the joint list described by President Richardson, of which photostat examples were

shown at the Institute meeting, suggest how large is the field, large indeed beyond the possibility of handling in any except the largest and most comprehensive libraries. The comprehensive war bibliography of Lange & Berry issuing in London is already reaching a fifth volume, and Mr. A. J. Phillip has announced that he has made substantial progress on a bibliography covering an even wider field.

THE meetings of the American Library Institute at Atlantic City did the double service of calling together leaders of the profession from outside the two states responsible for the general meeting, and affording opportunity for direct discussion, which the general meeting did not afford. President Richardson's plans have made the Institute a really live and useful institution, with a field of its own. While the membership of the Institute is selective and while its problems are chiefly those of "libraries of learning," its meetings are usually open to all, and it is a pity that this was not fully made clear at Atlantic City. In the general meetings, Mr. George made the point that New Jersey librarians needed in their state meetings better opportunity for direct discussion of library problems than were afforded by set programs, in which the time was chiefly if not wholly occupied by outside speakers. This is a point well taken, not only in respect to New Jersey, but as to library meetings in general. At Atlantic City the addresses on war service were admirable and timely, but other features might well have given way to a discussion from the floor, introduced by an adequate professional paper, in the old library fashion. This method has the additional advantage of inducing librarians to speak out in meeting and of introducing librarians to each other in a way not otherwise to be accomplished, and we think that Mr. George's suggestion will be generally seconded by those who attend library meetings.

THE LIBRARY AND THE BOOK IN RUSSIA'S REVOLUTIONARY MOVEMENT*

BY VICTOR S. YARROS

RUSSIA is still largely illiterate, of course. The latest official figures indicate that only one person in ten can read or write. The national Duma has been wrestling with the question of universal and free elementary education for all the Russias, but the opposition of the reactionary ministers and bureaucrats has forced it to postpone again and again the realization of this great reform. Such primary schools as Russia has are poor, and the schools controlled by the Church are naturally even poorer than those controlled—or half-controlled—by the zemstvos. The higher education is a privilege which only the few have been able to enjoy in Russia. The same may be said of secondary and technical education. Thousands of Russian boys and girls have had to seek educational opportunities in western Europe.

Yet the library and the book have played their wonderful part in the Russian revolutionary struggle.

The zemstvos have not neglected the public library as a means of elevating and liberalizing Russia. Even thirty years ago many cities and large towns had surprisingly adequate public libraries with free circulation departments. Of course, these libraries could not circulate "illegal books"—that is, books put by the government, or its local satraps, on the "Index." In the '80s of the last century nearly all the "good" books—progressive, radical, reform books—were on this index. But there were thousands of novels, plays, histories, biographies and works on science, economics and philosophy that the censors failed to place on the index. Such books were eagerly read by students, high school pupils, and others. Their revolutionary effect was indirect, but potent. They made critics and opponents of the autocratic-bureaucratic régime.

Even in the '80s, let me say again, the book and the library were very important

factors in promoting profound discontent and revolution. The intelligent Russian was as a rule a radical or revolutionist. Many were revolutionary in thought rather than in deed; only a minority were ready to risk and sacrifice everything—career, freedom, life itself—to the cause of liberty and justice. But this minority knew it had the moral support and sympathy of the majority. The "liberals" and the intellectual "radicals" were helping, financing and shielding the active revolutionists.

In addition to the public and other "legal" libraries, there were in those days many "underground" libraries—libraries that circulated the forbidden books among the insurgent and semi-insurgent youth of the country, or among such workmen and peasants as were able to read, or to understand revolutionary pamphlets, circulars and papers when read to them. I was fortunate enough at the age of eighteen and nineteen to be intrusted with one of these illegal libraries. My circle of friends, mostly students of the local (and very excellent) Real-School, made me librarian of our precious collection of prohibited books and pamphlets. There were perhaps thirty-five persons in our circle, and we were all "socialist-revolutionists." There were no Maximalists (Bolsheviki) then. Practically every revolutionist regarded himself as a Marx socialist, but only in a vague, general way, for very little was known among the revolutionary youth concerning the doubtful elements in Marxian economics and their applicability to Russian conditions—or to ancient institutions like the Mir, the Artel, etc.

The reading, and particularly the circulation, of forbidden and underground books and journals was a heinous offence. The profession of underground librarian was therefore extra-hazardous. Siberia, or even something worse, would have been my lot, had the police or the secret service discovered my treasures and my relation to them. However, nothing happened in the two years during which I served as

* Condensed report of remarks made before the State Library Associations of Ohio and Illinois.

librarian—chiefly because the police and the spies were stupid and ignorant. When our organization was at last raided and several were arrested, the library was in charge of another man. I trust it never fell into the hands of the government. At any rate, my own escape from Russia was necessitated by an even more hazardous business than that of underground librarian, for we also published a crude but violent revolutionary sheet and circulated it among students, workmen and others.

This allusion, by the way, suggests some mention of the way in which the young revolutionists sought to educate the illiterate or half-illiterate workmen and peasants. Reading circles were established wherever that was possible. Only some of these were "underground" or secret. Many were conducted in the light of day, with the reluctant sanction of the bureaucratic and military agents of the autocracy. *Zemstvo* leaders encouraged such reading circles. Tolstoy, Gogol, Nekrasoff, Pushkine, and other Russian authors, less known abroad, were read and interpreted to the auditors. It must be confessed that they understood little and cared less for this glorious literature. "Realism" was lost on them. What they knew themselves, what they saw and felt daily, they utterly failed to appreciate as art. Why, they wondered, write about such sordid, mean, familiar things? They wanted romance, beauty, thrills. They liked Dickens and other foreign humorists more than they did Russian humorists. They were deeply interested in heroes and heroic deeds. History and foreign government were, of course, "safe" subjects; how could even the worst reactionary minister object to such reading? Thus was education slowly spread at a time when illiteracy was the rule and the principal obstacle to effective progressive propaganda.

However, my real theme is the influence of books on the insurgent minority, and to that I must now address myself.

It should be understood that this minority eagerly "read everything"—everything available. The magazines of that day, in spite of censors and restrictions, were excellent. Nothing important in political science, sociology, science, religion, history,

philosophy, art was neglected by them. Every European school of sociology, of politics, had its adherents in Russia. Spencer and Comte were interpreted and widely studied. Spencer's "Progress: its law and cause" started a remarkable controversy all over Russia. The question, What is Progress? was taken up by our leading and revered teachers, and they gave their own answer. P. Lavroff, then in exile, framed a famous formula that "became the rage." Progress, he said, was the process of applying to life the highest conceptions of truth and justice. How could any self-respecting person fail to play his own part in that noble process? We anticipated Prof. John Dewey. We saw then that "progress is a retail job," and that to make sure of progress we have to contrive, plan, will, progress.

Let me mention some of the distinguished names that will always be gratefully remembered in connection with the great movement for the liberation of Russia. They are the names, not of heroic revolutionists, not of exiles, but of men of letters, of professors, of philosophers, of sociologists, of editors, of essayists and critics—the true educators of Russia.

Prof. Granovsky of Moscow, did wonderful work in the forties of the last century. His lectures were fascinating—altho Tolstoy sneers at them in his diary. He gave Russia new ideas of politics, of history, of the application of science to social and political life. Bielinsky, the first of the great critics, founded a school and influenced a whole generation. He was a westerner of westerners, an interpreter of Hegel and other European philosophers. His work was continued by Dobroliuboff, another gifted critic and ardent progressive, who in turn had brilliant associates and disciples. He interpreted Russia to herself, and elevated literary criticism to a science. Pisareff, the audacious iconoclast, the Bazaroff of letters, succeeded Dobroliuboff and became the idol of the progressive youth of the land. He was a Nihilist in opinion, a worshipper of the natural sciences; he believed that in science and intellectual culture alone lay the salvation of Russia. He expounded Comte and, among other things, wrote a "revolutionary" essay

in the guise of a treatise on the life of bees.

Herzen, the editor of *The Bell*; Tchernishvsky, the author of that epoch-making novel, "What is to be done?" and a sociologist and economist withal; Saltikoff, the great humorist—who, alas, can never be appreciated in the West, for his work was so national, so Russian, so deliberately didactic, artist as he was—and editor of *The Annals of the Fatherland*, the best of all Russian periodicals; Tourgenieff, Gogol, Gontcharoff, Pisemsky, Ostrovsky, Dostoevsky, Tolstoy, Michailowsky—sociologist, critic, essayist, editor—Korolenko, Krestovsky (pseudonym), Uspensky, Zlatovratski, Pomialovsky, Engelhardt—what a galaxy!

The contributors to the underground papers said simply, explicitly what these great "legal" writers had to say, largely between the lines, or thru the mouths of fictional characters. The "legal" writers, of course, had their troubles with the censors and the government. Some died of worry and strain; some were driven to commit suicide; some were sent to Siberia; some saw their books banished from the libraries and bookstores; some had to become more and more obscure and indirect.* But only a few became reactionary apologists for autocracy and church tyranny and obscurantism. The majority courageously continued the work of destruction and construction. The revolution of to-day is the result of the labors of a century of such heroic work in books, magazines, daily and weekly papers.

In Russia words have indeed been deeds. Words and ideas have directly and indi-

rectly led to deeds—to sacrifice, to toil, to faithful and patient effort against danger and cruel suffering and terror.

In Russia the author, the journalist, the editor and the lecturer have regarded themselves, and been regarded, as missionaries, as apostles, as instruments of a sacred cause. Not even in France in revolutionary or pre-revolutionary times were literature and art so powerful, so influential, as they have been in Russia since the forties of the last century. The charm, the potency, the beauty of Russian fiction and Russian drama and music are universally recognized. It is the spirit of devotion, of consecration, of service, of idealism that largely accounts for these qualities. A literature and art of struggle, of protest, of aspiration—given, of course, beauty and form—cannot fail to attract and hold thoughtful men and women. The Russians love beauty, truth and nobility, and their literature reflects this love and is dedicated to the ideal. The Russians are realists because they are conscientious and truthful. They must paint the things they see, and an artistic lie is to them the unpardonable sin. Tolstoy can out-Zola Zola, but he does this because he is too honest and upright to gloss over the evil and painful sides of reality. The Russians are sometimes cruel, remorseless in their art, but they are remorseless to their own natures first. They torture themselves before they torture others. They—that is the true, the great ones—have not written to sell, to please the public, to amuse the "tired business man."

Russian history explains the sharp contrasts that mark off the several classes found in the great empire. At any rate, each class had to have its own interpreters and analysts. What Tourgenieff, Tolstoy, Gontcharoff, Pisemsky and others did for the nobility and aristocracy, a powerful group of novelists and story-tellers, led by Uspensky and Zlatovratsky, did for the great peasant mass. It is a pity that the work of these artists is absolutely unknown in the West. Their sketches and studies of the simple, illiterate peasant man or woman, of the life of the Mir, of the influence of the "soil" on the peasant, have psychological as well as literary and esthe-

* Here is an incident that illustrates the absurd incongruities and contradictions of the Russian censorship. In the early nineties a monument was erected to the memory of the radical and popular poet, Nekrasoff. All the literary notables of Russia took part in this function, which, of course, assumed a political and moral aspect. The government could not well forbid the erection of a monument to a dead poet whose work had been passed by censors of another period. So the festivities took place and everything went off splendidly. The poet was lauded by several eminent speakers. One of the workmen who was a spectator and auditor at this function later bethought himself of the desirability of making the acquaintance of the to him unknown poet. He went to the public library and asked for one of the poet's works. He was informed that none of them were among the books circulated or even suffered to be read on the premises. Of course, the secret and illegal libraries would have been glad to accommodate him, had he applied to any one of them.

tic value. Zlatovratsky was disposed to idealize the peasant, to hold him up as an exemplar to the intellectual and sophisticated Russian; Uspensky, on the other hand, was a rigorous realist, and his sketches are more vital and more significant. Both are worth translating.

The middle class is rather weak and relatively unimportant in Russia, for industrially and commercially the country is incredibly backward, thanks to autocracy and its corrupt and inefficient agent, bureaucracy. Still, there are the merchants, the manufacturers, the usurers, the contractors that constitute the nucleus of the future middle class. What is the intellectual and moral status of these elements? Gorky and Tchekhoff have dealt with them in several of their respective books, but the master portrayer of this class is Ostrovsky, the leading Russian dramatist. Four of his plays have just been brought out in an English translation. One, "The storm," has been available in English for many years. Those who are perplexed by the impotence and insignificance of the Russian middle class in the present struggle—and their name is legion—will find light on the puzzle in these remarkable dramas and comedies. Dobrolyuboff, the critic, greeted Ostrovsky's plays as a "ray of light on a dark kingdom."

The village priests, the students in the theological seminaries, the teachers and heads of these strange institutions have been portrayed by another group of very gifted story tellers and novelists.

Those who are interested in Russian life and letters—in letters as the mirror of life and the inspiration of generations of bold radicals and revolutionists—will be surprised and gratified to learn that, with the guidance of one competent historical work—say Kropotkin's "Russian literature"—they can form a fairly adequate conception of the whole course of the Russian struggle for freedom and justice by carefully reading a dozen of Russian classical novels. Such is the fact. For two generations or more Russian novelists and dramatists have sympathetically watched and faithfully recorded the several stages and phases of the revolutionary movement. The appearance of a "new type," of men and women of new

ideas and aspirations, of new currents in thought and action, almost immediately brought forth a novel or drama in which these types and tendencies were accurately depicted and interpreted. Tourgenieff was the most sensitive of artists and interpreters in this line. He is the painter—not the creator—of several distinct types; he took them from life. Lesser lights did the same thing. By presenting the new types, they powerfully aided in the diffusion and development of the characteristics of such types. Men and women imitated them, tried to be as like them as possible, became personifications of certain general ideas. Events and vital facts would, of course, gradually modify the type, and the artist, noting the modifications, would produce a new type.

The novels and dramas I have particularly in mind in making these remarks are these: Tourgenieff's "Fathers and sons," in which the hero, Bazaroff, the atheist and materialist, the first Nihilist, represented a definitive phase of the Russian revolution. Bazaroff was widely imitated. He "made history." In Tchernishevsky's "What is to be done?" several types were depicted. One of them, Rakhmetoff, became the idol of the terrorists and revolutionists of the seventies and eighties. Mordovtseff's "Signs of the times," second rate novel as it is, pictures interestingly a whole decade of Russian life, with several new figures. It deserves translation into English as a human and social document. Tourgenieff's "Virgin soil" is a splendid and large canvas, on which several new types are painted. Tolstoy's "Resurrection," in which the revolution is only casually glanced at, presents charming figures, while outlining a new view of the land question and the difficulties facing the radical and regenerated aristocrat.

To these books I may add several others—namely, Herzen's "Who is to blame?"; Tourgenieff's "Notes of a sportsman," a picture of the régime of serfdom; Gogol's "Dead souls," another epic; the same author's tragic comedy, "The inspector general," an appalling picture of corruption and bureaucratic laziness and inefficiency; Gontcharoff's "Oblomov," said to be the most Russian of Russian novels, because it

mercilessly chastises the indolence, the inertia, the fatalism, the futility of the decadent Russian noble; Tourgenieff's "Roudin," "Smoke," and "A nest of nobles"; Saltikoff's "The Golovlieff family," of which a fair translation in German is to be had; and Tchekhoff's "The cherry orchard," and "Uncle Vania."

To read these novels and plays in their chronological and historical order, with, I repeat, the guidance of a well-informed interpreter and chronicler like Kropotkin, is to acquire a liberal education in Russian realities and evolutionary processes. It is also, by the way, to give one's self much artistic pleasure and joy.

The long oppressed people that has produced these masterpieces, this literature, is a great, gifted and noble people. It has a great future. It will express itself nobly and beautifully in its literature and art even under a régime of freedom, self-government and justice. We cannot understand Russia and the Russians without a proper introduction to them thru their truly national and wonderful imaginative literature.

A SCHEME OF READING

The following are characteristic works of fiction dealing with successive phases of Russian history:

Evils of the Old Régime of Slavery, Corruption and Ignorance.

"Notes of a sportsman," by Tourgenieff.

"Dead souls," by Gogol.

"The inspector general," by Gogol.

"Oblomov," by Gontcharoff.

Revolutionary Movement—First Phase.

"Who is to blame?" by Herzen.

"What is to be done?" by Tchernishevsky.

"Signs of the times," by Mordovtseff.

"Fathers and sons," "On the eve," "Smoke,"

"Roudin," by Tourgenieff.

Revolutionary Movement—Second Phase.

"Virgin soil," by Tourgenieff.

"Underground Russia," by Stepniak.

"Resurrection," by Tolstoy.

"Memoirs of a revolutionist," by Kropotkin.

The novels may be supplemented by these more comprehensive works:

"Empire of the tsars and Russians," by Anatole Leroy-Beaulieu.

"History of modern Russia," by Prof. A. Kornilov.

"Self-government in Russia," by Prof. Paul Vinogradoff.

"Russian literature," by Prince P. Kropotkin.

"The Russian crisis," by Prof. Paul Milyukoff.

[To this last group might be added, for a better understanding of the problems of Russia to-day, the recent "catechism" on "Political parties in Russia" by Nicholas Lenine, and Leon Trotsky's book on "The Bolsheviks and world peace." Publishers' announcement is also made of an American edition of the book by Trotsky on "Our Revolution," first published in Russia in 1906 and at once suppressed, and of his new book on "The Russian revolution of 1917."—EDITOR LIBRARY JOURNAL.]

LECTURES ON FRENCH TOPICS OFFERED

AN opportunity to stimulate interest in French literature, and at the same time enlarge the French collections on their shelves, is offered to librarians of schools and public libraries by Mlle. Marguerite Clément, representative in this country of the French *Société d'Exportation des Editions Françaises*, who will leave about March 1 on a tour thru the Middle West and South.

Mlle. Clément offers, in the cities which she visits, to give lectures before clubs, schools, or general assemblies, in French or in English, as preferred, on the various forms of French literature or on the writers of the day. She gives her own services without charge, but requires that an admission fee be charged in all cases, the proceeds being used to strengthen the French collection in the library benefitted. Mlle. Clément is a graduate of the University of Paris, a teacher of French literature, and has lectured thruout France on subjects ranging from French literature to woman suffrage.

The society which Mlle. Clément represents includes some thirty prominent French houses, which have organized to promote export business. It is one of the conditions laid down by Mlle. Clément, however, in accepting the position, that she should not be restricted to their publications in making her selective lists of recommended titles.

Mlle. Clément has been sending letters of inquiry to many public and school libraries regarding their present French collections, and scantiness of equipment and meagerness of appropriations for French books have been almost universally reported. She may be addressed care of the American Express Co., 65 Broadway, New York City.

THE QUESTION OF CENSORSHIP IN LIBRARIES*

By ERNEST C. RICHARDSON, *Librarian of Princeton University*

It is an interesting fact, and one stimulating to research effort, that the first and fundamental element of making the world safe for democracy is one which belongs to the book sciences and, therefore, to our own field of learning or expertness. The freedom of assembly, the freedom of public address, and the freedom of the press, are three aspects of the one fundamental fact that the free exchange of ideas, critical or constructive, is, by the nature of the universe and of the human mind, the basis of freedom. Freedom, or liberty, is defined in international law as the absence of external control, but this negative definition implies a better one—the presence of self-control, or self-determination.

The mere absence of foreign control does not produce freedom in a state or freedom in the individual. A state may be free from foreign control and yet be an arrant despotism or in a state of anarchism. Anarchism is farther from freedom than despotism, for despotism is a poor form of national self-control, but yet self-control, whereas anarchism is the absence of political self-control and the true antithesis to freedom. The highest form of national self-control is where the right of self-determination or self-control is vested in each individual as sovereign. This is democracy—a state in which every normal man is equal to every other as to his right of self-control or self-determination as distinguished from control by anyone else. The point is, that since freedom belongs to every man, and every man, therefore, has the right of self-determination—the right to act according to his own judgment without interference by anyone else—freedom is limited, altho only limited by freedom. Each man's freedom is limited by the freedom of others, and liberty, therefore, implies not only the right to act according to one's own discretion, but the duty of refraining from interfering with other men's action according to their discretion.

This means, of course, that there can be only one free person in the universe in the absolute sense. One man on a desert island comes near absolute freedom, but if there are two men, they must come to an agreement as to the field within which each may exercise his discretion. These fields or spheres within which a man may freely act are his rights. The records of agreements as to rights are laws. Freedom thus implies that every man may act at his own discretion within his rights as defined by law. This leads to the simple proposition that the one essential of self-control or self-determination, freedom or liberty or whatever it may be called, is the right of every man to a direct share in the making and execution of laws—the democratic ideal. This right in small communities is exercised by the town meeting; in larger communities it is exercised thru printed information and discussion and representative assemblies. In every case the same fundamental principle of the right of a man to share in limiting his own sphere of uncontrolled action is implied. It comes to pass, therefore, that, as has been said, the first and greatest step in making the world safe for democracy is to make it absolutely safe for the freest expression of ideas, whether critical or constructive.

In the great epochs, where the principles of liberty themselves have been most freely and fully discussed, this essential and simple principle has stood out boldly. So it was from the time of the Boston massacre to 1789; and it was for this reason that the framers of the Constitution introduced it into the Constitution. For democracy to be safe the political freedom of the press must be unlimited.

The principle is, however, nevertheless subject to the principle of non-interference with the freedom of others. The principle of libel limits freedom of speech certainly to truth, and perhaps, if in non-essentials, to what is not injurious to one's neighbor. In time of war it must obviously be limited to what will not aid the enemy, hence cen-

* Extracts from presidential address before the American Library Institute at Atlantic City, Feb. 16, 1918.

ship comes in, and librarians are more by way of understanding the need of this than most. Every library has practical experience in the forming of lists of books prohibited as injurious to morals. Most large libraries have been urged to prohibit classes of books which are contrary to the opinion of the majority of users on economic or political or religious subjects. Many have been asked to exclude books on Christian Science, books against Christianity, or against the Roman Catholic Church, or for the Roman Catholic Church.

No librarian, therefore, doubts that there is a limit, and hence a proper field for censorship. There are multitudes of books which encourage the murder of King's English or the depraving of innocent literary tastes, which should be excluded from the free circulating library. There are others of the most admirable English style to which the immature reader should not be exposed. There is no difference of opinion in this matter. The same thing is unquestionably true at the present time as to positively seditious literature, and the whole question becomes a very practical one for librarians at the present moment as the several pre-printed contributions to this discussion show.

The practical problem is not a simple one. The problems of the circulating library and the research library are very clearly distinguished at this point. The free circulation of really seditious literature is properly a matter of prosecution. Every patriotic librarian would take precautions not to do it anyway. A librarian is, however, not held responsible for having or even furnishing to readers such literature, unless he is aware of its seditious character or it has been pronounced seditious by a competent tribunal. The principle was brought out in the British Museum case, where Martin sued the British Museum for libel for having certain books containing alleged libel. Even if a book has been called to a librarian's attention as alleged to be seditious, this does not necessarily mean withholding, for every librarian gets a most extraordinary list of alleged sedition and irreligion from the most extraordinary variety of incompetent

critics. With the case of the research library, the collection even of seditious literature for the use of the future historian seems to be agreed to be desirable, but, by the very same token, he is, in the recognition of it as seditious literature, bound to keep it from general circulation.

When it comes to the matter of the border line literature, the question is a harder one. It is right and fair that doubtful literature should be withheld for qualified use, but the whole history of book censorship shows that this is one of the most dangerous discretions which can be exercised. The fundamental right and the absolute need of democracy is the right to know all that can be said for or against any question. There is no right, and rightly no right, of which we are so sensitive as this right of knowing both sides and of the right to know the truth. The matter is very greatly complicated by the fact of the free intercourse of this democratic nation with foreign nations which are not democratic. Even a nation of which it can be said that the spirit of its institutions are democratic, but which is in form and habit monarchical, is widely separated from our principles. Great Britain is the most democratic of monarchies, but an unsophisticated American visitor to England has his breath quite taken away by the open recognition of class and the acceptance of special privilege as established right under law. Under a system where there are subjects, information may be withheld which cannot be withheld from sovereigns. It is hard for an American to realize that British subjects take themselves seriously as subjects, and ten times more so for the young American in Germany or Austria to understand the acceptance of aristocracy. On the other hand, it is hard for a Briton to take seriously the American's idea that he really is a sovereign—they think it a mere form of words. He is as absurd to them as those who accept the idea of being a "subject" are to him. There is a wide gulf fixed between any democracy and any government which recognizes the principle of subject, of aristocracy, or of monarchy. This was no matter of theory with the founders of America or the framers of the

Constitution. In America the people are sovereign, they have the right to know, and information cannot be withheld from them which could be kept from subjects.

Altogether the problem of library censor-

ship is not a simple one, and it involves the whole question of free discussion. The records of human experience in this matter are many. It is a rich field for special research appropriate to libraries.

THE RELATION OF THE PUBLIC LIBRARY TO THE PRIVATE BUSINESS LIBRARIES

BY PAUL H. NYSTROM, *Ph.D.*

THE development and application of the library idea seems always to have been characterized by growth in details, one by one, rather than as a whole. At one time, we had a rapid spread of Carnegie libraries, at another of school libraries, at another of children's rooms and story hours, at another of traveling libraries and library extension. Having established themselves these detail movements go on with the general library movement constantly making it more significant and useful to the public.

Just now the most rapidly developing phase of the library idea, it seems to me, is the establishment of private business libraries. A large number of concerns already have their libraries or information and data departments organized and operating. Still larger numbers have begun collections of materials similar to those brought together by libraries. The use of business literature is so clear that other hundreds, if not thousands, of concerns need only to have the idea and suggestion of how to carry it out brought to their attention in order to cause them to establish similar departments or libraries.

The business library movement is largely a tribute to the public libraries. If I mistake not, the service of the public library has suggested the possibilities of the special business library. The systems of the public library have been drawn upon for the business library. Not a few business libraries have come from the ranks of the public libraries. One may truthfully speak of the business library as a direct offshoot of the public library.

To make clear the actual and possible relations the public library can work out with the business library we must first con-

sider the peculiar functions of the business librarian and of the business library.

From such study as I have been able to give to the matter, it seems to me that the real purpose of the business librarian in a business concern is to bring to the attention of the officers and employees whatever has appeared in print that they should know and in such form as to induce them to use the material. The business librarian should be the concern's specialist on the lines of literature of interest to that concern. The business librarian should both sift and interpret business literature for his concern's use.

The library in a business concern, quite unlike the Carnegie concept, is merely the office in which the business librarian works. It is equipped with supplies which the librarian may need in his work for the company. Its equipment is long on literary tools but short on collections of books and pamphlets. In fact you may have an excellent business library service without any collection of books in the etymological and customary sense of the word "library." The business librarian exercises his profession thru knowledge of where information, such as his concern wants, can be found. One business librarian that I have met had no books at all in his office, but did utilize books and periodicals in eight public and professional libraries located in his city. The ideal business library contains the books, periodicals, documents, and reference works of fairly constant and current use, and particularly the guides, handbooks and directories to the large collections within reach.

The business librarian's work, when compared with that of the public librarian, is

highly specialized. He must classify and sub-classify in planes which never can concern the public library, or at any rate which would not be practicable for the public library. The work that he does must often be done within very definite and very limited time. An idea, say some news item, may be of great value if used to-day, but of no use to-morrow. The business librarian must study the personalities of the people whom he serves in a way that no public librarian can successfully do for the general public. The business librarian, in this respect, must adopt the tactics of the skilful teacher and determine individual methods of getting the attention and interest of the right parties within the concern to the points discovered in his reading of business literature.

The business library function came into existence with the development of business literature, and I mean by business literature, literature that can be put to use in any way by a concern. The function is growing. The need for the business library is greater to-day than ever before. It will become greater and greater. The business library in one form or another has come to stay. Concerns that are large enough to permit of the necessary division of labor will provide business library organization. Smaller concerns will go as far as their means will permit. There will be such a development as this because the business library, properly conducted, pays.

What shall be the attitude for the public library to take towards business libraries springing up about it? I cannot answer this question by saying what their attitude ought to be. I can only point out what their attitude actually seems to be and then make a suggestion or two on how I think greater progress can be made.

Most public librarians that I know of treat business libraries and librarians just as they treat individual patrons of the library. Not much attention is given to the business library as such. The business librarian merely comes to the public library and receives the public library service under the same rules as other library users. I have known of cases where he thought himself lucky to be permitted even this.

There are still other libraries that look upon the business libraries as avenues thru which to expand the public library service and accordingly co-operate in numerous ways with business librarians. Such public libraries are to the business libraries much the same as wholesale houses are to retail establishments in other lines of business.

In a few cases the public library is going to the opposite extreme and is attempting to perform business library service for the business men and business concerns in the community and who patronize the library.

There is nothing to discuss about the first method. I take it for granted that no well managed, live public library would restrict its ordinary services to the business librarians in its vicinity.

The second plan, wholesaling the services of the public library to the business library, deserves more attention. The public library must, of course, consider its means before extending such service. But where practicable the usefulness of the public library can no doubt be greatly enhanced by application of this method. To illustrate, no matter how much service a public library already renders to its community, there are certain to be some unworked possibilities. The library may even already reach the great majority of people in a community with certain classes of services and still leave other possible highly valuable services undone. This is especially likely to be true of stimulating the reading of business literature.

In a concern with which I was acquainted, employing in the neighborhood of three hundred people, there was established a public library branch specializing on business books. By investigation it was found that scarcely any of these 300 had ever patronized the general public library in the city for this type of reading. By proper encouragement from a live business librarian, a large number of these were induced to take up reading along business lines, resulting in considerable gain to themselves and to the business.

The public library had been established in the community for years. Practically all of the employees knew of the public library and many of them had used it in

various ways, but it required the special business library located in their own concern to call their attention to the new values.

In other words, among these employees reading for business was an idea not formerly taught them by the general public library. The establishment of the business library indirectly extended the service of the general library in a very specific and valuable line to nearly three hundred additional residents of the city. Was it not well worth while for this general library to establish its business branch in this concern?

There is no question but that the public libraries can in many communities expand their services to business interests. They can collect business books, business periodicals and make abstracts of important articles in the periodical literature for the benefit of industries in the community. The public library can promote interest in business literature to a marked degree, without doubt, but it is impossible for the public library to render the intimate special service for the particular concern that the business library performs without sacrificing something of the general public library values.

The establishment of business branches and business departments in libraries is to be highly commended, but this does not take the place of business libraries. On the contrary it will help promote the business library idea.

There is a service which the general library can perform for the business library movement that would be extremely valuable to the business public as well as highly appropriate for the public library. The public library with business departments or business branches could serve as a clearing house for the business libraries, help to organize them, advise the purchasers of business library supplies and material, serve as an employment bureau for business librarians, co-operate with the business libraries after establishment, and thus align themselves with the business library movement. There are many details in this type of service which I have not mentioned but which will occur to you as you think the matter over. It is also possible that I have

not presented the suggestion in just the way it can be practically carried out. But I am confident that such a service as this would be highly appreciated by business interests and business people. It would help gain the strong confidence and co-operation in public libraries that is so much needed in this country. It would pay the libraries. And the business libraries, at least those I know of, would welcome the establishment of this line of service and would contribute everything within their power to the movement.

In conclusion, the business library is a permanent institution that will continue to grow. The public library has been the source of their inspiration and of many suggestions on how to conduct their work. The public library has in the business library field a splendid opportunity to enter upon a new line of library extension by taking part in the movement and by helping it to take efficient form.

The business library movement needs the help of the public libraries. It needs to profit from the public library experience. It needs the service that only the public library can give.

The public library, I shall venture to say, needs the business library for its freshness of contact with specific problems in a certain sector of life, for the inspiration to secure concrete results, and for the opportunity to reach large classes of people in a new plane of service, that it would be difficult if not impossible for the public library to render directly.

That business libraries are private institutions and serve limited clientele is not an objection for opening up relations with public libraries. The public served by the public libraries is entirely made up of private individuals. The noteworthy difference between a business library and the ordinary private individual served by the public library is that the business library is organized to help itself while the private individual usually is not. The business library serves a group of people with almost identical interests while the private individual represents only himself. The business library stands in position to multiply the service of the library while each indi-

vidual served by a library merely adds one to its patrons.

I have purposely refrained from discussing in detail the kinds of service that a public library may render the business libraries. This is a matter that can be much better discussed after we have fully agreed

upon the relationship desired between the two. What is uppermost in my mind is that it is very necessary in the interests of efficiency of both that they should get together, and I trust that these brief remarks may have assisted in making clear why.

MOTION PICTURES AND THE LIBRARY IN CLEVELAND

BY MRS. ELMER G. DERR, *President, Cleveland Cinema Club*

THE Cleveland Cinema Club was organized on Mar. 30, 1917. Its purpose is to study the art of the motion picture and encourage its best development. The club is organized for service and may be consulted by any organization or individual interested in motion pictures. It is prepared to furnish speakers on various phases of motion pictures; it is prepared to aid in choosing pictures for special showings and to assist in securing programs more suitable for the family group who usually attend theaters at the end of the week.

The club is composed of regular and associate members. Any person interested in the work of the club and willing to take active service is eligible for regular membership. Those not desiring an active part but who are in sympathy with the ideals of the club are eligible for associate membership and may share the bulletin and the program meetings. The annual dues are one dollar. Eight evening monthly program meetings are held in the year beginning in October. The club is a member of the Affiliated Committees for Better Films of the National Committee for Better Films, in New York City.

The standards of art governing the National Board of Review are the basis for the local work of the Cleveland Cinema Club. The club edits a bulletin page, weekly, in the *Cleveland Women* wherein it gives the names of the new worth-while pictures, reports the work of other Better Film Committees, gives items of interest concerning the industry, notices of the evening program meetings of the club, lists

of books on motion pictures available at the Public Library, etc.

The club works only on the positive or approbation side of the motion picture question. All pictures mentioned in the lists of "Current Releases" on the bulletin page have met the standards of the club. The October meeting was an acquaintance meeting; a demonstration was made of a portable suit-case sized motion picture machine, using 60 foot and 100 foot projection; the work of the producing companies in Florida and California was described by a member who spends her winters south. At the November meeting the classic "Les Miserables" was screened and greatly enjoyed by all present. At the December meeting an evening of comedy was given, using films to represent polite, slap-stick, cartoon, juvenile, satire, and drama-comedy, after which an open discussion was held, led by Prof. W. O. Little, professor of English in Glenville High School, an active member of the club. At the January meeting a very interesting address was given by J. M. Johnson, manager of a large motion picture exchange in the city. These evening meetings are held at the Central Y. M. C. A.

The club, or rather the group from which the club sprung, has been studying pictures for a number of years, and for over two years has been making the selection of picture-programs given by the different charitable institutions and community settlements in Cleveland and vicinity. This work is increasing greatly as the majority of public institutions, colleges, schools and

clubs are installing motion picture machines. The opening of community centers in the public schools brings a further demand upon the Cinema Club for aid in choosing their films for the "movie" nights.

The club has prepared a card catalog of recommended films that extends back for a year and a half. We are at work now on a clipping department that we believe will be helpful to clubs and schools as they follow our suggestion to include in their programs the study of the art of the moving picture. The fine arts department of the Public Library is the custodian of card system, clippings, files of motion picture magazines, and other data. We hope to have a motion picture department in the library later on.

We believe there is a fine opportunity for the libraries of the country to co-operate with the film-producing companies and the exchanges, especially when standard books are dramatized and prepared for the screen. Advance notices could be given the library, by the producing companies, and the local exchanges could invite a librarian to private screenings and give the date and theaters where the films are to be shown; the library could arrange their books on the subject, posting lists of books and theaters where the story is to be screened upon the bulletin boards of the library. Going further than this in service to the public, the library may subscribe for the approved lists of pictures published by the National Committee for Better Films, 70 Fifth avenue, New York City, using their weekly or monthly lists. The national committee stands ready to make up a special Library List, giving in three or four lines a condensed story of the best pictures as they are released by the producer, standing back of the standards of art used in judging the picture. The library may join the Affiliated Committees for Better Films, or work in conjunction with a local group or club, such as the Cleveland Cinema Club, the club to assume all responsibility for the work done by the library.

The educational value of motion pictures is being recognized and one may expect to see their general use in teaching in the

higher elementary grades and high schools and colleges very soon. The introduction of the department of visual education will revolutionize the system of education and greatly shorten the time of school and college courses.

The business world has been quick to adopt the use of films in selling and teaching salesmanship to their forces, and to supply this commercial need several makes of small portable motion picture machines are on the market. The possibilities of motion pictures make for efficiency, direct method and conservation of effort. As an art there has been a steady advance and no time, expense or detail is withheld in making pictures that shall satisfy the artistic sense. New processes of photography, coloring, projection, etc., are under constant study and experiment and when perfected and in general use will add much to that which to-day seems nearly perfect. When a time-defying film has been invented we can have "film libraries" where copies of the best pictures may be preserved. Civic and national history may then be visualized!

LANGUAGE-MAKING IN ALASKA

In the report of the work of the Bureau of Education for the natives of Alaska in 1915-16, are two items of interest to students of philology. In the village of Eek, in the Tundra district, a very bright native has compiled a written Eskimo language, with characters similar to the Runic symbols of the thirteenth century. He has about a dozen pupils and they are able to carry on a correspondence on any subject.

In a school in the village of Gambell, on St. Lawrence island, the making of an Eskimo-English dictionary was introduced into the language work. Pupils and teacher worked on the dictionary together, each having his own copy. This work was most helpful to all, and tended to remove the natural hesitation of the pupils to speak English. As an exercise in translation, the members of one class would go to the blackboard and write their English interpretation of the sentences prepared by the teacher and spoken to them in Eskimo by a member of another class. Physiology and sanitation were given special emphasis.

"ALL IN THE DAY'S WORK"

A Report by GEORGIANA AMES, *of the Minneapolis Public Library. Contributed by*
RAYMOND L. WALKLEY, *Assistant Librarian*

IN 1913 the branch librarians of the Minneapolis Public Library were asked to make community studies of the territory surrounding their branches. The city was divided and a certain portion assigned to each branch. When the surveys were completed, they resulted in definite information about schools, churches, clubs, improvement associations, hospitals, factories, trades, nationalities and other conditions or work affecting the social life of the community. They brought out many surprising facts in regard to the people of the district, and helped the librarians to be more observant of the needs of the people about them as affected by their interests. When a new branch librarian is appointed, one of her first duties is to begin to get acquainted with her environment by making some such systematic study of the conditions she will meet and the organizations she can help, or upon which she can rely for co-operation in her work.

The value of such studies to the branch librarian are very evident in the written reports which they are required to send to the chief librarian at the end of each year. So many required reports are full of figures and statistics which can easily be ascertained by an inspection of the circulation and other records, that it is refreshing to read a report like that written by the librarian of our Logan Park branch.

This branch occupies one room on the ground floor of a large field house which was built jointly by the park and library boards. The building is located in a park as large as two city blocks; there are tennis courts, skating rinks and playground facilities for all outdoor sports, and the field house contains a swimming pool, club and assembly rooms for winter use.

The branch serves a district populated largely by Poles and Russians. The temper of the people is so well shown by the report of Miss Georgiana Ames, the branch librarian, that we wish to put it into print. It seems best to take out those parts which

mention the assistants by name, and parts which for other reasons are not of general interest, believing this will not detract from the spirit of the report. How much more such a report is worth than statistics or plain statements of facts can be judged only by reading the report itself.

Miss Ames wrote as follows:

Alighting from the street car on Broadway, a shrill cry is heard: "Here goes the libr'y lady.—Say, I got all my spelling correct.—My teacher won't let me read my book in school; gee, it's a peach of a book." A pull at her coat reminds the librarian of a small tot who is trying to whisper that she has been waiting for her—"I earned a penny and I want a penny doll. Do you know where I can buy one? My mama says you can go with me." But attention is turned to a woman whose shyness is overcome by a ready greeting of "How are you?" With eagerness she asks if there are any books in the library on medicine. She has had a fever, she thinks, for several days. A hurried scribbled note and she is directed to the nurse, going on her way rejoicing, with one of the children to guide her, to Webster School.

A gaunt, deserted-looking stranger crossing the park is drawn to speak of himself. He has lost his job. Yes, he will come up to the library to read awhile; he doesn't care much where he goes. A few suggestions as to places of employment or a telephone inquiry will often send a man happily to work, making him a staunch interested library patron ever after.

The librarian is glad she started for the library branch an hour ahead of time, or all these opportunities for personal contact would have been lost. Wouldn't it be nice to have time for everything?

It is hoped that from one o'clock until two will be a quiet hour in which to make out the daily records; often such hopes are shattered. One awaits with joy the banging of the door which admits the tiny toddlers, some to look at pictures and use

the "spies" (stereoscopes), while other members of the cradle-roll crawl happily on the clean floor. They are learning already that the library folk like you to be good; it means clean hands, and to say "please" when you ask for things.

It is an indignant woman who enters now with a shawl thrown hastily over her head, fists doubled up, and accosts one with the demand, "Do you run this Public Libr'y? Why is my boy kept out?" It is hard to make a mother understand that her darling boy is guilty of questionable behavior, and the librarian is secretly glad that the trustworthy policeman is on the premises. Here is the mother that puts her boy out on the street, swears at him, has not mother-love enough to take the responsibility of guiding and directing him, and is ready to pick a quarrel with anyone who dares cross him. Such a boy hangs around our pool-rooms and public places, and is a menace to us. The woman may leave the library with a curse. It is no easy matter for such a mother to see her duty. Some have come back sheepishly, while others before they leave beg to be guided or given something to read to help them see what they can do and how they can talk intelligently to a growing boy as only a mother can.

When there is an afternoon assistant at the branch the librarian is free to do some neighborhood work. The mornings do not seem a wise time to disturb the school work or the home work.

Four large public grade schools were visited during the year. Talking in every room, stopping in the younger grades to tell a story, leaving graded lists of books everywhere, going back another day to attend the Parents and Teachers' Association, where we talked over warm coffee and doughnuts about all our problems—oh, how much it helped even with the discipline at the branch. After one of these meetings this remark was heard: "My ma got acquainted with the libr'y lady. Ma and pa's coming up here soon some day because she asked them especially. Aw, come on! I cut out yelling in the window. Can't you be decent once in a while?"

Four Catholic schools were visited in the fall with the same results, leaving the

Polish school—the least cordial—to be visited by a Polish assistant. The St. Boniface (German) Sisters could hardly believe that the library was anything but a reading room and the librarian a book agent. The pupils had to be called on to substantiate the statements. This is the first year opportunity has been heartily given in all these schools for the librarian to go into each room and take all the time she wished. Extemporaneous talks were given on the use of debate material, a field in which these schools can create the most unthought-of subjects. There were talks on how to read, what to read, why to read, about vocations and many subjects suggested by the questions of the Sisters. Patiently and persistently was repeated the advice that father and mother at home would like to hear what they had heard about the branch and the books in foreign languages. Lists of requests from the Catholic Sisters have been increasing, which is very gratifying. Advice has been asked about many of their plays and entertainments, and urgent invitations sent to attend their amateur productions. Books of recitations are always in great demand among their pupils.

Polish Sisters may be seen at the branch two days a week; they come for books on history, literature, etc., and stop to read the newspapers. No, they did not come at first—they did not need the library; they had enough material in their school. They would come willingly to go over the Polish books and give the librarian some idea what lay between their covers. This would help in her selection, when a child asks for a good book for her father. The Polish Church is very strict; they cannot do much to help the children procure cards. At catechism the priest will caution his pupils against reading.

At half past two come straggling groups of high school students, with their required reading lists and reference questions. Some stop to study, others to wait for a chance meeting with the opposite sex. A shrill whistle from outside will cause a mad rush for the door, with a minute's hesitation at the drinking fountain in the outer hall to squirt water.

A club program comes up for discussion.

Best books on South America are gotten together and suggestions made for the yearly program.

A quiet Bohemian woman waits to say that she has read all the Bohemian books. "Will you send for more?" With her life darkened by the sorrowful losses in her family, she has found a great comfort in the library; it is the only place she will go. Bohemian is the only language she can read, altho she speaks good English. Word came in December that she was confined to the house with rheumatism. Her one expressed regret was that the librarians would miss her, she could not get anything to read, and there was no one with whom she could talk about her daughter.

A mother hurries in. She left a neighbor with her bedridden charge. Yes, there are some books being saved for her. There are always numerous little convalescent folk to be planned for. The "How to do" books have interested many a restless child, and relieved a tired mother. Boxes of doll dresses, crocheted yokes, paper box furniture, etc., have been sent to the library, with the scrawled note "When are you coming to see me? What shall I do next?"

The postman brings a note from a fourteen year old girl who has received an overdue notice:

"Dear Madam:—Yours received, saying I had a library book overdue. You are much mistaken; it's my baby sister. What should I be doing with libraries? I have graduated from eighth grade. I have outgrown your library, altho you were nice to me and I liked it at one time. Don't bother me with any more notices please."

A clatter of footsteps—yes, school is out. It is truly the "Children's Hour." In they come, in harum-scarum fashion, breathless and boisterous. This voluntary, spontaneous attendance, which is at times at the point of combustion, has a charm and stimulation, altho it leaves the attendants feeling very much like rags. Two or three little friends will voice in unison the wants of a speechless one, who is all eagerness to "belong." A girl likes boarding-school stories—"I have read all these." A boy with savage instincts tries to raise a rough-house, and is told to leave, to his sorrow. "I didn't do nothing. You'd think this was an Old Ladies' Home." Someone wants

the "book teacher asked for." "Where is the Panama Canal?—Do bananas grow up or down?—Where are the play books? We're going to have a play in our barn.—Say, we are off to play Schiller School ball team. I'll come to tell you the score before I go home.—Have you another good book for me, and one for my mother? She likes the kind that makes her cry." The victrola starts up in the next room. Some child is having a party. They will play their most popular game, "Farmer in the dell," then they will come rushing in for a game book or for some suggestions as to what to play next. In comes a boy with two fluttering butterflies.—"The boys said you paid two cents apiece for these, and I want to pay the fine off my card." Thus the library assistants continue to give wholesale direction and advice, cautioning Tom, Dick and Harriet not to talk out loud, answering as many questions as possible, hastily directing and hurriedly selecting with such non-time-consuming forms of recognition as a nod or a word.

Whenever the opportunity has presented itself, either with the individual or the group, effort has been made to explain thoroly the care of books, how to use the index, and the arrangement of the books themselves. Many boys and girls have become proud of their ability to find their material. Some thoughtless mistreatment of the books has been overcome, but not all, by far. In the "easy books" have been pasted requests like this—"Please wash your hands before reading this book." It is common to hear one small child say to another, "No, don't put that book that way, it's upside down"; or, "You mustn't drop books on the floor; don't you know how to take care of your libr'y?"

There are the teachers; they come for their art study club which they have with a Convent Sister. They need books for their extension course, or stories to tell.

There are telephone inquiries—"What kind of a sport skirt would I look good in? Do you think I can get a pattern and make my own coat at home?—Have they cleaned off the skating rink yet?—How shall we decorate our booth at the church fair?—

What is Bahaism?—Will you get me a book about the wives of Napoleon?"—This last from a fireman who has read everything on Napoleon in the whole system. Our firemen do everything from making baby limousines to knitting shawls.

Five o'clock brings the evening assistant and a chance to pick up in readiness for the evening.

Going out the door to eat her lunch in the park, the librarian meets a woman red of eye, with unkempt hair. Her husband has been drinking again, and her own breath gives away the fact that fault lies on both sides. The librarian, not possessing a husband, cannot advise her from past experience how to handle the situation.

Sitting on a bench in the park is a girl evidently sad of heart and tired of head. "What is the matter, Mary? Why don't you take that man home with you sometimes, that you meet in the park?" "Oh, I can't. Father swears, sits with his shoes off, goes to sleep snoring, mother finds fault, and everybody hangs around." Something within her rebelling, and lured by the world without, she may go to destruction. Why do not the mothers do their part? There is a gym class to get her into at Holland School, and maybe some woman of the church will call on her mother. Some astounding results may be attained, if some one will take an interest in these girls. Many over fifteen are so far out of reach that such feeble efforts to turn the tide are all but hopeless; in many cases the fault lies in the home.

Around the park bench children are apt to gather. "Oh, is that all you're going to eat? My ma lets me have two slices of rye bread at night, maybe she'll give me one to bring you.—Want part of my stick of candy? (from a chubby dirty fist).—Naw, I don't want any of your lunch, you don't have enough anyway.—We never go home for supper, just have some bread when we go to bed. Ma don't like to work.—No, we haven't been home since morning.—Is God here? Ma said you would know.—Tell us a story. Will it begin 'Once-upon-a-time?'" If lunch is eaten in one of the club rooms, some one is sure

to see the light and come over out of friendliness to keep the librarian company. "I just wanted to talk to you, I got a raise"; or, "I am so worried about my job."

Where is that quiet hour?

"When you meet a friend in woe, say hello." Extraordinary work for a library, whose chief reason for existence is to supply the people with books and information. In the Logan Park neighborhood many books would never be issued except for some previous personal experience, some sad, some pleasant.

Delightfully satisfying encouragement is received when one evening a young woman, not recognized at first, comes in. "Hello, you don't know me, won't you come out the door? I got something to show you—my husband, he's too shy to come in. We have a farm in Dakota. Yes, I used to hang around with that gang that was so much trouble. We called you our 'Gold Lady' but you never knew it. We formed a club to stop chewing gum, frizzing our hair, and painting our cheeks: you said we would get more brains in our head if we did. Some job, I tell you! We were too silly to let you know of it one day when you told us we were doing better and you hoped to be proud of us some day. Say, I have read Davie Copperfield until I like it. What other shall we buy?"

The night school was visited, where four hundred men and a hundred women were talked to, and library cards made out for the majority. The night before the librarian's visit the teachers gave a written lesson on the Public Library so the pupils would understand the librarian more readily. When the cards were made out some teachers brought their classes to the library to get them.

Readers in all nationalities were reached by the collection of easy books, books of civics, and children's stories of biography, history and fiction. The newcomer has been helped to obtain citizen's papers, as well as aided in many difficult cases with the public authorities. When they find that they will be trusted they are delighted; as one Russian put it, "You belief me—no,

not in Russia." Once started, their zeal for reading grows.

Do not think this an entirely poor district. There are a large number of home-loving, thrifty people, trying to do their best by their families while living side by side with the unruly boarding-house. The Poles will own their own homes, but will keep numerous boarders in one room to pay for it. They are irresponsible, dishes are not washed from one day to another, numerous dance halls are in constant use. Beer being too mild, they drink largely sweet spirits of niter, which makes them the more dangerous. Thus large numbers are helping to demoralize the community's ideals; but not all, for here and there can be pointed out splendidly developing specimens of young womanhood and young manhood. Rents and land are getting cheaper here because of the growing numbers of Poles and Russians. To the west of Logan Park the Poles are gradually spreading south and east. German elements are fast disappearing. French and Irish are to the southwest. On the north are the Scandinavians living in the district now with many protests, for here we have our strong anti-Catholics.

It is a very cosmopolitan group that pass before the library desk during the evening hours; it embraces all ages and degrees of intelligence. An effort has been made by all assistants at the branch to make it a friendly center. To strike a balance between what makes it a friendly center and what makes it a loafing center is at times one of the hardest questions to meet.

Evening brings the gymnastic classes in the basement, while the club rooms are full of boys—the Panther Club, Buffalo Club, etc., and the orchestra tunes up for a dance in the assembly hall. A Russian sits at the table, utterly oblivious, studying out some new theory of socialism; a child is coloring paper dolls; a man nods over his paper; a woman looks for new recipes in the *Ladies' Home Journal*; a group of girls in the corner giggle over a love story, while the boys sit and whirl their caps waiting for the girls to go. Children stop at the desk or gather around the assistants, to tell of the day's happenings, ask a ques-

tion, or wait to have a book picked out to suit their particular tastes. A Scandinavian man waits for a boy's adventure story. There is a woman who comes only when telephoned that there is a religious story in. Some one asks help with a crochet pattern, and remarks, "You pick out so easy, why don't you crochet a bed-spread while you are sitting here? It wouldn't take long."

At eight o'clock a cry, "Oh, is it time to go?" and all the children under the eighth grade shuffle out, with occasional protests of "I've passed, I'm in the eighth grade now." Some will take books, others will place a book back of the desk, for they can read only at the library.

After eight o'clock is the only time the adults have the library room to themselves. One mother says it is the only bit of quiet she has in the whole day. An Irish woman who takes a month to read a book thinks her library card is the most joyous thing she has had in her life. The little English tailoress who reads a few chapters in a book and returns it because it is due, will come and take it another week to read the next few chapters until she has finished the whole book; she says we do things too fast in America.

How interested one grows in all these people, presenting them with a book of Myrtle Reed's or LeBlanc's as if it were one's own choice, and hoping that it will serve as a rest from drudgery. Certain books are read to pieces; there are never enough of their kind, while others remain untouched on the shelves.

Nine o'clock, and soon the lights are out. Going thru the park where numerous groups are dispersing, one is apt to meet a Pole, with a case of beer on his shoulder. "Can't keep that up, Joe, too many weddings not good for your job." "Oh, yes, missus," from the ever polite foreigner. On the car are girls just starting down town alone; some bold enough to want to be seen, others bashful, carefully looking out thru the windows to hide their painted faces. As the car passes the "last chance" saloon two men roll over and over on the sidewalk in a brawl, while the children clutch each other in terror, and the mothers wring their hands in despair.

LITERATURE AND SCIENCE IN RUSSIA

"I know cases where seven students had only four pairs of shoes among them and three or four overcoats, and they would go to the university by turn—one day one would put on shoes and overcoat and another day another student—and so they would live in the winter, studying and studying hard, and in the summer they would go to the village and work as laborers, to gather again just enough money to take them to the university, buy some books, and continue their education."

Thus writes Lieutenant Zinovi Pechkoff in the *National Geographic Magazine* for September. In "A few glimpses into Russia" Lieutenant Pechkoff has given a clear and most sympathetic interpretation of the Russian people to-day, their democratic nature, their love of freedom, and their great yearning for education.

Of the writers popular among Russians, as well as the leading scientific men he writes:

"Many of the foreign authors are just as well known in Russia as in their native country. It would take too long to relate all the translations, so I will confine myself, as it may interest the American people, to a few American authors who are known to the Russian people as well as to the Americans. Mark Twain is, of course, as much a Russian author as an American author. Everything that he has written has been translated into Russian and therefore has been widely read.

"Longfellow is just as well known, perhaps, as Mark Twain. His poems have been translated into Russian, not in prose but in the same form as written, even the rhyme and the rhythm of the verses having been preserved.

"A well-known Russian poet, Ivan Bounin, translated 'The song of Hiawatha,' and if one reads a stanza in English and then in Russian, he will see that the rhyme and rhythm have not been changed by the translation, but are the same. This is true also of Edgar Allan Poe's writings. His poems were translated by another famous Russian poet, Constantine Balmont, and not only

his poems but all his short stories also have been translated into Russian, and his works are very much appreciated and loved.

"Walt Whitman's complete works have been translated; William Dean Howells is as well known in Russia as in America. In 1907 Jack London's complete works were translated; they appear in twelve volumes in Russian and have had a tremendous success, the edition having been repeated six times in one year. The essays of Emerson are widely read; the books of William James, especially his 'Principles of psychology,' are known to every intelligent Russian.

"The lives of many presidents of the United States have been translated into Russian and their histories are familiar to the mass of the Russian people. The 'Life of Washington,' the 'Life of Garfield,' 'From log cabin to White House,' etc., are known by everybody in Russia who reads, and I need not add that 'Uncle Tom's cabin' is known to all Russians, not only those who read.

"In Russia books are published in editions not of one thousand or five thousand copies, but in editions of ten and twenty thousand, and if an edition is repeated, a book often has a sale of about 80,000 copies a year.

"The Russian youth begins to read very early. I remember that when I was fourteen years of age we had circles for the purpose of self-education, and we studied economic questions—sociology; and when I was fifteen and sixteen we studied in our circles philosophy—Kant, Schopenhauer, Fichte, Hegel, and the French Humanists.

"It sounds rather 'abnormal' for 'persons' of that age to be occupied with such questions, and some may have doubts as to the seriousness of our readings, but I have never felt myself so grown up and so able to understand things clearly as then. . . . It may be that the Russian youth in those days—fifteen or twenty years ago—felt intuitively that he had a great responsibility toward his country and that upon the youth of twenty years ago would fall the great task of reorganizing his country and bringing her institutions to the level of other democratic nations. . . .

"The co-operative societies have opened

many schools, not only elementary schools in the villages, but they have in many Russian towns established professional schools—agronomical schools for teaching the peasants intensive farming. They also helped to establish schools of technology, libraries, etc.

"During the last fifteen or twenty years there has been a growth of so-called popular, or free, universities, with evening courses for those who work during the day. A popular university of this nature was endowed by a rich man in Moscow, Scheniavsky, about ten years ago. It started in a small building and had a limited program of study.

"A few years later the influx of those who desired to attend the university was so great that the Moscow people decided to extend the activities of the institution, and later a magnificent building was specially constructed for the purpose. Now the institution is attended by more than 7000 students at the day and evening courses, with more and more branches being added to its course of study.

"Russia has given to the world great men in every branch of human thought. In literature our folklore is one of the richest in the world. Our modern literature dates from the eighteenth century. Lomonosov by his work on the Russian language paved the way for style and composition. He was a fisherman's son, from a northern district of Kholmogory, of the province of Arkhangelsk.

"His father often took him to far-off towns, and from his early boyhood he had access to books and had a great desire for knowledge which he could not satisfy in his native town, and when seventeen years of age he stole away with a caravan of peasants going to Moscow, and there he started his new life. He was a man of great learning, and the University of Moscow, in 1755, was founded under his influence. He is called the father of Russian literature.

"The names of Pushkin, of Lermontov, Gogol, Turgeniev, Dostoyevsky, Gorky, and Tolstoi are known to the whole world.

"From the second half of the nineteenth century Russian music has had world prominence. Glinka, Dargomijski, Tchaikovsky,

Moussorgsky, Borodin, Rimsky-Korsakov, Rachmaninov, Glazunov, Stravinsky, and Skryabin are known to every lover of music in the whole world.

"Our painters are not so well known to the world, but a few of them have world-wide fame, such as Repin, Serov, Vasnetsov, Vereshtchagin, and Aivazovsky.

"In science, mathematics, the two names which stand highest are those of Lobachevsky and Minkovsky. These two investigators illustrate the type of bold originality which marks the Russian intellect. The former was the discoverer of the new non-Euclidean geometry, which has revolutionized science. Besides these important names, among many others in the science of mathematics is that of Imsheretsky, who did work on differential equations in regions previously untouched in western Europe.

"In physical science Lebedev is a physicist of the first rank to whom we owe the detection, by means of most difficult and ingenious experiments, of the minute pressure exerted by light upon a reflecting surface.

"The works of Egorov on spectroscopy, the works of Umov on light—to mention but two of the names of Russian workers—show with what vigor the science of physics is being pursued.

"In astronomy Russia has taken an important place ever since Peter the Great built the observatory at Petrograd. The most famous Russian men in astronomical science and research were Glasenapp and Kovalsky on double stars and Belopolsky in spectroscopic analysis.

"Geographical explorations and research have been pursued actively in Russia since the seventeenth century. The Russian Imperial Geographical Society was founded in 1845, and has established branches in all of the outlying parts of the Empire.

"Among chemists one of the greatest names in modern times is Mendeléjeff. By the publication of his well-known periodic law of the elements he changed the whole current of thought in the chemical world.

"In biological science the Russians have acquired a leading position in many branches; among zoologists Kovalevsky's work, with that of Metchnikoff, Salensky,

Korotnev, and others, find their places in every zoological text-book.

"In physiology Russia has one of the greatest living authorities — Pavlov — who was one of the earliest to receive the Nobel prize.

"In branches of philosophy and sociology the Russians have made very important contributions. In psychology the researches of Bekhterev, among others, have received wide recognition. The Russian names which stand highest in this field are Solovyev, Lavrov, and Mikhailovsky.

"Plechanov has a European reputation as a writer on sociology. Chuprov, Struve, and Tugan-Baranovsky are among the names familiar to every economic student; and there are others and many of them."

NEW YORK LIBRARIANS AT PLAY

OWING to the fact that there were no facilities for staging a play in the library the winter entertainment of the Staff Association of the New York Public Library was given in the attractive little theater of Greenwich House, on the evenings of Jan. 30 and 31.

It was indeed a happy thought to give this entertainment at the settlement because it afforded the librarians an opportunity to see this artistically arranged new house and also gave the other guests an idea of the talent librarians possess for play as well as work.

The entertainment consisted of vocal and instrumental music and two plays, "The faraway princess," by Rostand, and "The turtle dove," a Chinese play. The piano solos were rendered by J. Mattfeld, those on the violin by Simon Jaeger. Two songs by Helen Coombes completed the musical program.

The first play, "The faraway princess," with the following cast of characters, chiefly drawn from the circulation department, was well staged and very well acted:

The Princess Lointaine	Miss B. Roth
Lady Brook, her maid of honor,	
	Miss M. A. Ayres
Lady Hall	Miss M. T. Haugh
Liddy, her daughters	Miss E. M. Parker
Milly,	Miss H. White
Bertrand, a student.....	Charles Wandres

Mistress Flurrie.....	Miss M. C. Barry
Rosa, a waitress	Miss R. Potasch
A lackey	R. W. Henderson

The second play, "The turtle dove," given by members from the reference department, was far above the average amateur performance. The cast was as follows:

Chorus	H. G. Grumpelt
Mandarin	R. R. Finster
Kwen-lin, his daughter.....	Miss Mary Lucas
Chang-sut-yen, son of Shang-wong-yin,	
	F. F. Hopper
The God-of-Fate	W. B. Gamble
Property Man	Miss I. M. Cooper
Cymbals and Drum	R. W. Henderson

Had Mr. Grumpelt been a professional the audience would have declared that this part had been specially created for him. Not only his acting but his pleasure in depicting the character delighted his hearers. Mr. Hopper as the lover captivated every one with his singing and dancing. In fact, he could very easily pose as an exponent of an institution teaching aesthetic dancing. Miss Cooper truly merited the compliment paid in likening her to the famous "Property Man" in "The yellow jacket." Mr. Gamble as the awe-inspiring God-of-Fate, Mr. Finster as the Mandarin, Mr. Henderson as Cymbals and Drum and Miss Lucas as the dainty little princess were unusually good in their parts.

The audience was most enthusiastic and appreciative, and this impression was conveyed to one standing outside in the foyer who exclaimed, "I had no idea there were so many librarians. What an interesting jolly lot they are!"

Every one agreed that the entertainment was so excellent that it should be given again in the near future as a benefit performance. The pleasure of the evening was enhanced by the cordial welcome with which Mrs. Simkhovitch, the charming head of Greenwich House, greeted the guests.

MARY A. LEONARD.

A RESOLUTION FOR THE NEW YEAR

By the DETROIT PUBLIC LIBRARY

*To serve the city with increased
intelligence, wider consideration and
more enthusiasm than ever before.*

LIBRARY WAR SERVICE

A MEETING of the camp librarians in the southeastern group of camps is to be held at Atlanta Feb. 28 under conduct of Mr. Milam, assistant to the General Director. This will be continued into a meeting of representatives of various camp agencies called by the Commission on Camp Activities for the day following.

The Chairman of the War Service Committee in company with the General Director is to make a round of a number of these camps and the former will visit others in the mid-west early in March.

Any library having any books ready for shipment which have not been ordered out is asked to report to headquarters *immediately*, as the need at present is very great at several points. There is a special demand for Baedekers of the western countries of Europe.

INTENSIVE BOOK CAMPAIGN

The week of March 18-25 has been chosen to inaugurate an intensive book campaign to secure the books which are needed in ever-increasing numbers if the A. L. A. is to make good its promise of book-service to our fighting men in every branch of the service. In *War Library Bulletin* no. 5, sent out by the headquarters of the A. L. A. Library War Service in Washington, full directions for carrying on the campaign, with much suggested publicity material, are given. It should be carefully read by every librarian and assistant.

In each state the state librarian, the secretary of the state library commission, or some other prominent librarian will be in charge of the campaign in the state. His part in the campaign is to stimulate state-wide publicity, to organize the campaign in towns not on the A. L. A. mailing list, to appoint district directors within the state and co-operate generally in the local campaigns. Reports of the results in each community are to be made to the state agency.

The provisional list of these agencies is as follows:

Alabama, Thomas M. Owen, Division of Library Extension, Montgomery.

Arizona, Estelle Luttrell, University of Arizona Library, Tucson.

Arkansas, Dorothy D. Lyon, Public Library, Little Rock.

California, M. J. Ferguson, State Library, Sacramento.

Colorado, Charlotte A. Baker, Secretary State Library Commission, Fort Collins.

Connecticut, Caroline M. Hewins, Secretary Free Library Committee, Hartford.

Delaware, Thomas W. Wilson, Secretary Free Library Commission, Dover.

Florida, Lloyd W. Josselyn, Public Library, Jacksonville.

Georgia, Susie Lee Crumley, Carnegie Library, Atlanta.

Idaho, Margaret Roberts, Secretary State Library Commission, Boise.

Illinois, Anna May Price, Secretary Library Extension Commission, Springfield.

Indiana, Secretary Public Library Commission, Indianapolis.

Iowa, Julia A. Robinson, Secretary Library Commission, Des Moines.

Kansas, Mrs. Adrian Greene, Secretary Traveling Libraries Committee, Topeka.

Kentucky, Fannie C. Rawson, Secretary Library Commission, Frankfort.

Louisiana, Henry M. Gill, Public Library, New Orleans.

Maine, Henry E. Dunnack, State Library, Augusta.

Maryland, L. H. Dielman, Peabody Institute, Baltimore.

Massachusetts, C. F. D. Belden, Public Library, Boston.

Michigan, Mrs. M. C. Spencer, State Library, Lansing.

Minnesota, Clara F. Baldwin, Secretary Public Library Commission, St. Paul.

Mississippi, Mrs. A. K. Hamm, Librarian Public Library, Meridian.

Missouri, Elizabeth B. Wales, Secretary Library Commission, Jefferson City.

Montana, M. Gertrude Buckhous, University Montana Library, Missoula.

Nebraska, Charlotte Templeton, Secretary Public Library Commission, Lincoln.

Nevada, Joseph D. Layman, University of Nevada Library, Reno.

New Hampshire, A. H. Chase, State Library, Concord.

New Jersey, Sarah B. Askew, Public Library Commission, Trenton.

New Mexico, Evelyn Shuler, Librarian Public Library, Raton.

New York, W. R. Watson, State Library, Albany.

North Carolina, Mary Faison Devane, Librarian Public Library, Goldsboro.

North Dakota, Mrs. Minnie C. Budlong, Secretary State Library Commission, Bismarck.

Ohio, C. B. Galbreath, State Library, Columbus.
 Oklahoma, Mrs. J. A. Thompson, Librarian High School, Chickasha.
 Oregon, Cornelia Marvin, State Librarian, Salem.
 Pennsylvania, Secretary, Free Library Commission, Harrisburg.
 Rhode Island, Walter E. Ranger, State House, Providence.
 South Carolina, Robert M. Kennedy, University Library, Columbia.
 South Dakota, Julia Stockett, Free Library Commission, Pierre.
 Tennessee, Mrs. Pearl W. Kelley, State Capitol, Nashville.
 Texas, C. Klaerner, State Library, Austin.
 Utah, Mary E. Downey, Library Secretary, Salt Lake City.
 Vermont, Ruth L. Brown, Secretary Free Library Commission, Montpelier.
 Virginia, H. R. McIlwaine, State Librarian, Richmond.
 Washington, J. M. Hitt, Secretary State Library Commission, Olympia.
 West Virginia, State Librarian, Charleston.
 Wisconsin, M. S. Dudgeon, State Capitol, Madison.
 Wyoming, Agnes R. Wright, State Library, Cheyenne.

In each community a campaign director, usually the librarian of the public library, will be in charge, with headquarters in the library or other central location. The library board will act as an advisory board. The campaign director, after a meeting for general discussion of the campaign, should make, on or before Mar. 6, appointments of a captain of publicity, captains for solicitation from commercial organizations, patriotic societies, churches, women's clubs, Red Cross and other war work organizations, Boy Scouts, children's organizations, high schools, colleges, Y. M. C. A., K. of C., Y. M. H. A., Y. W. C. A., fraternal organizations, grangers and other farmers' associations, and a captain of collection representing various transfer mediums in the town. Street boxes, closed at the top to keep out rain and snow, should be provided at much-frequented places.

The campaign director should have a conference with all his captains on or before Mar. 14, when the need for books will be explained, the methods of the campaign carefully set forth, and all publicity material—newspaper stories, posters, and the four-page leaflets for general distribution—should be given out.

After this preliminary meeting the campaign director will keep in daily touch with all captains to see that all the lines of publicity are being used and that the machinery of the campaign is working smoothly in every part. On Mar. 25 the number of books collected will be reported to the state agency, and instructions for their preparation and shipment will be given later.

The collection of books must not stop with this intensive drive. Books will wear out rapidly and with the increase in number of men in the army and the increase in interest among them in the opportunities for entertainment and education to be found in books, the stream of books flowing from the public to the fighting forces must be kept moving.

There is a special demand right now for Baedekers on Western Europe, which are wanted in many camps by the intelligence officers.

LIBRARY WAR FUND CONTRIBUTIONS AND EXPENSES

The following statement gives the contributions to the Library War Fund together with campaign expenses to Feb. 1, 1918, arranged by states:

State.	Total Contributions.	Total Expenses.
Alabama	\$11,830.34	430.02
Arizona	2,257.85	56.60
Arkansas	7,766.81	
California	44,211.09	24.76
Colorado	19,305.18	148.05
Connecticut	59,136.53	242.52
Delaware	13,172.58	
District of Columbia...	10,506.07	
Florida	2,978.97	
Georgia	6,311.70	298.40
Idaho	849.50	
Illinois	112,580.00	2,263.53
Indiana	47,696.14	1,488.79
Iowa	34,936.75	
Kansas	7,034.56	19.38
Kentucky	4,304.83	282.32
Louisiana	7,651.02	49.00
Maine	3,463.18	
Maryland	15,335.54	43.18
Massachusetts	190,752.70	10,266.10
Michigan	32,856.93	120.72
Minnesota	38,993.05	35.53
Mississippi	4,392.72	142.87
Missouri	20,976.36	654.74
Montana	802.66	
Nebraska	11,263.80	
Nevada	140.00	
New Hampshire	15,113.11	

New Jersey	42,171.03	65.01
New Mexico	30.45	
New York	210,506.48	3,109.10
North Carolina	4,811.77	
North Dakota	5,539.01	100.45
Ohio	102,872.23	1,655.83
Oklahoma	1,208.91	
Oregon	18,577.63	1,028.20
Pennsylvania	84,654.08	517.45
Rhode Island	25,870.88	789.09
South Carolina	5,798.78	
South Dakota	9,332.18	219.21
Tennessee	13,346.68	374.00
Texas	13,552.43	23.48
Utah	6,027.00	
Vermont	13,561.52	
Virginia	12,560.12	352.88
Washington	20,541.35	541.60
West Virginia	1,767.23	
Wisconsin	41,376.59	801.39
Wyoming	4,442.97	
Hawaii	18.00	
New Zealand	1.00	
Carnegie Fund	207,700.00	
Anonymous	2.00	
Misc., no address	83.50	
General, Nat. Head- quarters		47,034.65

\$1,573,153.79* \$73,178.85

* This total includes the \$2767.33 raised by the Dollar-a-month pledges.

The Public Library of Washington, D. C., provided also for the National Campaign Director and his staff quarters which could not have been rented elsewhere for less than \$600. The value of these quarters should therefore be considered as an additional contribution of this library to the campaign.

In addition, Indiana libraries raised \$1430.48 for the work at Fort Benjamin Harrison.

In addition, \$400 was raised in Portland for special books for Camp Lewis(?).

In Tacoma \$52 was donated with the stipulation that this should go to Camp Lewis. This money did not pass thru the committee's hands and is therefore not credited in this report.

COLLECTING WAR LIBRARY FUNDS IN CORVALLIS

The interesting manner in which the War Library Fund was collected in Corvallis, Ore., last fall, has just come to our attention thru a letter from Mrs. Ida A. Kidder of the Oregon State Agricultural College Library.

"The amount assigned to the city of Corvallis, apportioned in proportion to population, was \$250," she writes. "One of the editors of our daily paper, *The Gazette Times*, was appointed by the state chairman as chairman of a committee to raise the fund. He thought that it would be an interesting experiment to see if the amount could not be collected without individual solicitation.

"The plan, as outlined in the daily paper, was that in order that as many as possible might have a share in the enterprise, no one should give over five dollars, and that the contributions should be sent to the newspaper office or the bank.

"Within the time allotted by the state chairman, \$320.50 was sent in without a single personal, individual solicitation, so far as known, by anyone. This was gratifying evidence of the interest the people of Corvallis felt in providing good reading for our boys."

MORE CAMP LIBRARY OPENINGS

In chronicling the "opening" of the camp library buildings it is to be understood that the date mentioned is the day of formal dedication, tho library service may have been rendered for many weeks.

The library building at Camp Bowie was opened Jan. 25, with Herbert E. Richie of the Denver Public Library as the new camp librarian. The library has fifteen thousand books, of which 7600 circulate from fourteen stations and 3800 are ready for use in the main library. A fireplace adds attractiveness to the interior, and a store-room is a feature that will be appreciated by the librarian.

Former-President Taft was the principal speaker at the dedication of the Camp Library at Camp Lee, Jan. 26. Camp Librarian Henry S. Green presided. After announcing that the building was complete and ready for the use of the 80th Division and pronouncing it formally open, he introduced Brig. Gen. Lloyd M. Brett, the commanding officer, who in turn introduced Mr. Taft.

Mr. Taft referred pleasantly to his college friendship with Camp Librarian Henry S. Green, Yale '79. He said that when the campaign was put on last fall to raise a

million dollars to provide libraries for the soldiers and sailors he questioned the wisdom of going into the project on such an extensive scale, but that after hearing what had been accomplished and how welcome the books were to the boys, and after seeing the type of building provided for the camp library, he had become fully convinced that the work was very desirable and thoroly worth while.

In going about to the different training camps, he said, one was deeply impressed by the many things which the people at home were doing for the comfort, entertainment, and benefit of the boys in the camps. The loving care and thoughtfulness of the folk back home were being shown by such things as the Y. M. C. A. and K. of C. buildings, the hostess houses, the theaters of the Commission on Training Camp Activities, and the camp libraries of the American Library Association. He was particularly gratified to learn that the books were following the boys to France, for over there the appreciation of a good book would be even keener than in an American training camp. He said he was more interested in the privates and what was being provided for them than he was in the men with bars on their shoulders; that that was but human and perhaps justifiable, as he had a son who was a private in the army, and who landed in France "last Saturday."

Following Mr. Taft, George B. Utley was introduced as the official representative of the A. L. A., and gave a short talk outlining the work so far accomplished by the association and the plans made for its further development.

MILITARY PICTURES AT CAMP DEVENS LIBRARY

The serious work which is being done at the library at Camp Devens, has been somewhat of an amazement to the persons in charge. Books of a technical nature have been greatly in demand, and military books have received careful attention. A reference collection has been made to meet the demand for study purposes in the building. Officers have assigned to other officers and to men in their companies definite, required readings. Officers, who are instructors at the Officers' Training School, come in to

ask for pictures showing the use of flame projectors and of attacks made behind curtains of smoke clouds. Incidentally the idea of a collection of such illustrative material for use in class rooms occurred to the librarian, who sent letters to half a dozen librarians asking them for proper pictures clipped from all kinds of magazines, mounted, and sent as soon as possible to the library. In less than a week a collection of over 1000 mounts was available and doing service. The pictures were from magazines, domestic and foreign, on some of the following subjects. Artillery, aviation, camouflage, communication (balloons, pigeons, signalling, telephone, wireless), field hospitals and kitchens, map drawing, range finding, transportation, tunnels, etc. In lieu of a proper filing cabinet, these have been filed in wooden packing boxes. The subject is indicated at the top of each mount.

Green burlap has been stretched across one end of the main library room, and here the pictures have been exhibited. Everyone who comes into the library goes immediately to look at the pictures and the books directly under them. Two privates spent their Saturday afternoon holiday (or two hours of the four granted them) in looking over the picture collection. On Sunday, a man who had enjoyed them brought his wife in to look at them with him. Many of the officers have spent several hours in going over the collection and making notes on how they might use the different pictures. The largest loan has been 81 pictures on trench warfare, wire entanglements, obstacles and kindred subjects, to be used in illustrating a lecture given before the colonels and other officers of the regiment, and to be repeated, in part, to the men of several companies of the regiment. Diagrams seem to be as interesting as actual pictures, and maps are especially sought.

The librarian has been asked for postal cards illustrative of the country on the different war fronts, which may be used in radiosopes, etc., and for talks of a similar nature.

Thru the courtesy of Miss Deary, secretary of the librarian of the Boston Public

Library, one wall of the library is decorated with a complete set, in color, of the Abbey "Holy Grail" pictures of the Boston Public Library. These have been framed by the Massachusetts Free Public Library Commission. John G. Moulton, librarian of the Public Library at Haverhill, Mass., has loaned two large steel engravings of Abraham Lincoln and George Washington; also large Elson prints, beautifully framed, of the following subjects: Poets' corner, Westminster Abbey; Van Dyke's "Children of Charles I"; Van Ruysdael's "The windmill"; Turner's "Fighting Temeraire"; Hobbema's "The avenue"; Stratford-on-Avon. Charles F. D. Belden, librarian of the Boston Public Library, has presented framed portraits of the following: Julian Grenfell, Francis Ledwidge, Rupert Brooke, Dixon Scott, Edward Thomas, and Donald Hankey.

NEWS FROM THE CAMPS

Camp Kearny, California

Down in the southernmost, westernmost training camp in the United States, at Camp Kearny, California, over 12,000 books, made available by the American Library Association War Service Committee and the libraries of southern California, are being used by the men of the service.

During the month of January, an average of 573 books per day were borrowed from the central A. L. A. Camp Library building and its thirteen branches. At the main building, the daily average attendance for January was over 800.

The main library is housed in the regulation 40 by 93 camp library building. Its distinctive feature is a commodious outdoor reading porch ten feet wide and extending the full front of the building. Because of the moderate southern California climate, the porch has become one of the popular gathering places of the camp. Six reading lamps make the porch available for night use. During January, from ten to fifty men used this porch in the evenings. The library building is centrally located in the community center, between the camp postoffice and the division post exchange.

Service began in the new building on Christmas night, twenty working days after the foundation had been placed. Previous

to the inauguration of A. L. A. service, libraries of southern California had forwarded nearly 5000 books to the camp. These had been received by the Y. M. C. A. and were equally distributed among the five buildings in use at that time. Althea H. Warren, librarian of the San Diego Public Library, pioneered in the camp library service work until the arrival on Nov. 22 of Joseph H. Quire, the camp librarian, from the California State Library at Sacramento. A union shelf-list for these books was maintained at the Los Angeles Public Library, to which all forwarding libraries sent cards for copy numbers. This list has since been transferred to the camp.

Books in the camp library and its branches on Jan. 27 had been supplied thru the following channels:

Gift shipments, collected and prepared by southern California libraries	7,317
Gifts directly to camp	2,010
A. L. A. purchased books	1,797
Loan from San Diego County Free Library	1,047
U. S. War Dept. docs.	184
	<hr/> 12,355

Of this number 1289 were awaiting preparation at the camp library. The 11,066 in circulation consisted of 7155 fiction and 3911 non-fiction.

The regular library staff of two was given valuable aid by assistants from the San Diego Public and San Diego County Free Libraries when over a thousand A. L. A. purchased books arrived unprepared soon after the opening of the building. On several occasions, three or four staff members made the round trip of thirty miles to the camp to aid in the elementary processing necessary.

Accidents of locality have given great popularity to certain books in the fiction collection. The national guardsmen of California, Utah, Colorado, Arizona and New Mexico are in the camp. Western stories, such as Zane Grey's "Riders of the purple sage," which are laid in country familiar to the men, are demanded far in excess of the library's supply. In addition to this reason, Harold Bell Wright's "When a man's a man" has a heavy circulation because the hero is a popular corporal of

field artillery. The presence of Major Stewart Edward White and Captain Peter B. Kyne in the camp has brought an increasing interest in the writings of these authors.

Books on gas engines and their use in aeroplanes and automobiles have been the more popular of the books of non-fiction. Shakespeare has been in unusual demand. The books in the "war" classification, headed by Empey's "Over the top" have been widely used.

Thirty-five newspapers are supplied the library gratis by publishers in the states represented by men at the camp.

About 16,000 "Burleson" magazines were received by the library during January. These were delivered at the library by the postoffice trucks and there sorted and sacked daily for delivery to the branches.

Camp Johnston, Florida

There is no doubt about the appreciation with which the library here is being received. The new building was formally opened Jan. 24, and in the first three hours 260 books were issued for "home" use. On another evening there were over 130 readers in the building—considerably more readers than chairs. The possibilities for reference work in this quartermasters' camp are probably greater than in most, for all the thousands of men in camp are going to some kind of school. The office workers, for example, will do extra reading on bookkeeping and accounting, the storekeepers on scientific management, the truck drivers on gasoline engines, etc. There seems to be infinite variety in the care and transportation of an army.

The library is under the supervision of Lloyd W. Josselyn, librarian of the Jacksonville Public Library, twelve miles distant, and Mr. Josselyn and his staff have been indefatigable in pushing the camp library to its completion. The contract for the building was let Dec. 26, and on Jan. 30 over 500 books were circulated.

At the dedication and opening exercises J. W. Archibald, president of the board of trustees of the Jacksonville Public Library, presided. A short address was made by Giles Wilson, president

of the Jacksonville Rotary Club, representing the citizens of the country who contributed to the million dollar fund. The library was turned over to the camp authorities by Mr. Josselyn, and accepted by Lieut. Col. Fred L. Munson. He was followed by Capt. J. C. Duncan, educational director of the camp, and by Private Paul N. Rice, formerly of the New York Public Library, who spoke in appreciation of the library facilities offered the enlisted men. An original poem was written for the occasion by Nixon Waterman of Boston, and was read by the author, who has a winter home in Orange Park, Fla.

Camp Lee, Virginia

Good progress is being made in Camp Lee, according to the report made by Henry S. Green in his second letter for publication. His first letter was published in the January JOURNAL:

When I wrote you last November that I hoped soon to have a library building under roof and nearing completion, I had little idea what a long, long way to the Tipperary of a finished structure was really before me. But why talk about unpleasant things that are of the past and difficulties which have been successfully met? The south wind has been blowing for two days. The glacial ice-cap which had covered the camp for weeks has yielded to those two days of bright sunshine, our sandy soil has absorbed the rivers of water into which the snow and ice had been transformed, and there is already a hint of spring in the woods about Camp Lee.

And yes, our library building is actually finished. The equipment and books went in as the carpenters' work-benches were crowded out, and the building was formally declared "open" Jan. 26, when Ex-President Taft visited the camp and made an address at the opening, the occasion being graced by the presence of the general commanding the 80th division, his chief of staff and many other officers of high rank. The A. L. A. was represented by Mr. Utley, who came down from Washington.

Previous to this formal opening, however, actual library work had been going on in the building for nearly a month preparing the books for circulation, and during this time we had loaned many books to borrowers, besides supplying the needs of our 20 branches.

It was about the end of the first week of the new year that Miss Ethel Green, librarian of the Department of Archives and History of Charleston, W. Va., obtained from her library a ten days' leave and came to

Camp Lee to help us organize the work. Under her leadership a little group of volunteer workers was recruited in Petersburg, nearly all of them ladies whose husbands are "with the colors," and this force has worked faithfully at the big job of getting nearly 15,000 books ready for circulation and placing them properly on the shelves. Among these volunteer workers, fortunately, we found two trained librarians, one of them the wife of Major Nicholas of our officers' training school "faculty," the lady who before her marriage was Gladys Dixon of the Pittsburgh Public Library, and the other Mrs. Montgomery, who before her marriage was in the library service at Scranton, Pa. We have also had the good fortune to retain the official help of Private C. W. Hull, formerly of the Duquesne Public Library, who has been with us on detail from the 319th Inf. Co. A. In addition to these volunteer workers I had with me for a few weeks Herbert E. Richie of the Denver Public Library, who is now in charge at Camp Bowie, and since his departure his place has been ably filled by J. Miller Karper of the Pennsylvania State Library.

Actual count of our books one day last week showed a total of 12,306 at the central library, with nearly 3000 at the branches. The charge cards in the trays at the main building now number well over 1000, and some of our branches report a circulation of 180 to 200. The count of our books was made previous to the arrival of several large shipments which have come in during the week. Six boxes containing 611 volumes from the New York Dispatch Office of the A. L. A. are now on the tables waiting to be pocketed and carded by our able volunteer force. Eight cases from the Wheeling Public Library are also here, and Miss Roberts, the librarian, writes me that she and her force of helpers have pasted labels, pockets, etc., and have written cards for all the books in this shipment—truly a most commendable example for all libraries who are sending books to camp libraries.

Our Ford runabout, unofficially named the "Nancy Lee," is one of the busy members of the Camp Lee library family. She has had a hard time of it this winter, for our roads about the camp have been well nigh impassable, but the delivery service is an indispensable part of the equipment for a large cantonment like this.

Just a word about the "Burleson mail," the magazines and periodicals which come to camp thru the post offices with a one cent stamp on the cover. Some days we get as many as 20 sacks of this material, each sack weighing well over 100 lbs. We do what we can to get it to the men for whom it is intended, but there are altogether too many copies of some of the popular weeklies for us to handle. The numbers are necessarily

rather old when we get them, and soldiers in camp have no more use for a copy of a paper they saw last week than the same men would have in civil life. I found, for instance, in one barracks that 30 men of the company were regular subscribers to one of the most widely circulated weeklies; as many more of the same company received this magazine directly from the folks at home and quite promptly. Many of these 60 copies were sure to be passed around to three or four readers, so it was the traditional trick of carrying coals to Newcastle to take month-old copies of that particular weekly to that particular company house. The magazines are on sale at the post exchanges, and most of the men who buy and read them in civil life also buy them in camp when they are current numbers on the news stands. As for those worthy persons who suppose that the soldiers are going to read the magazines of the vintage of some years ago, rummaged out of some attic corner, they are proceeding on a most violent hypothesis. The LIBRARY JOURNAL should discourage the sending to camp of any old magazines, and the number of the more popular periodicals that come to Camp Lee by the "Burleson route" might well be reduced by four-fifths from present figures.

We are keeping some classified circulation records, but the work has not been going on long enough to yield very definite results. Next time I may be able to give some interesting figures showing what the men in camp really like to read. It has at least been well demonstrated at Camp Lee that they do like to read, that they have time to read and that it is worth while to put plenty of good reading matter before them. That is what the American people are doing thru the agency of the American Library Association, and it is a pleasure to have even a small part in this most unusual kind of library work.

Camp MacArthur, Texas

From Camp MacArthur, Texas, Joy E. Morgan, the present librarian, wrote on Feb. 9:

Much of our time during January had to be given to the construction of the new building, the contract for which Willard Lewis of Baylor University had just closed before turning the work over to me on Jan. 1. We moved into the building on Jan. 25 and opened it to the men for a reading room on Jan. 30.

We had the entire inside of the building, including the ceiling, lined with beaver board and the joints covered with strips of wood, stained golden oak, giving a neat panel effect. We got this idea from the Y. W. C. A. Hostess House in this camp. Following a suggestion given by Librarian Wright at Kansas City we had a row of stacks installed to connect the corner of the office with the wall

of the living rooms. This arrangement gives us a workroom about 13 feet by 26 feet, which we find indispensable. Our furniture and book stacks were bought locally.

About 2000 books are on our shelves at Main and the collection is being increased as fast as books can be wisely ordered and help secured to prepare them. We have many most interesting and intelligent requests for books. (A West Point professor, now a colonel, has interrupted the writing of these notes to talk over books on psychology with me.) We are recalling the 8000 books from the branch libraries to equip them with cards and pockets. On account of the scarcity of help these had to be issued at first with very little preparation. We prepare a collection of 1000 books equipped with cards and pockets. We make quadruple typewritten lists of these books and exchange them for one of the branch collections and then proceed to take over another branch in like manner. Because the men in our camp are widely scattered traveling libraries will form an important part of our work.

The Waco High School shop under the direction of L. R. Stanfield is making boxes for these collections similar to the boxes used by the state library commissions. We put ten books of non-fiction and forty books of fiction in each collection. When this system is in full operation men can get books without leaving their company streets. We adopted a system of book boxes in lieu of shelves, on the advice of camp officers, most of our collections being kept in tents.

Good help is still our darkest problem. Fortunately for us we moved into our building just as the 32nd Division was leaving. There were a few days to catch up with the work before the new men began to come in. We hear daily many expressions like these: "This is surely home." "This is the nearest home I've been for a long while." "I've seen a lot of collections of books but nothing to beat this." "These magazines (taken to the train) 'll sure stop a lot of crap games on the trip."

Camp Greene, North Carolina

From Camp Greene F. L. D. Goodrich sends us the following report of progress from his library, in a letter dated Feb. 15:

No dedicatory service marked the opening of the A. L. A. Library building in Camp Greene. The librarian moved into his quarters on Jan. 7 and the doors were opened to the public on the day following. About four thousand volumes were on the shelves but there had been no opportunity to separate fiction from non-fiction. The chairs had arrived a week before the opening of the building but the tables are still lost in the freight congestion.

For many days the classed books remained unclassified until one muddy Saturday when

Miss Palmer, librarian of the Charlotte Public Library, and one of her assistants, Miss Ladd, spent the day in the camp library and made a fine start on the classification. Only about a fourth of the non-fiction is marked with the Dewey numbers and the catalog is still limited to the memory of the librarian.

For the most part the volunteer assistants from among the soldiers have been failures but one has proved most efficient and another is developing nicely. A professional chauffeur appeared one day who drove the library car and took good care of it until he was transferred. It has seemed wise to pay a small fee for such services.

The attendance in the library has been fair when the almost impassable mud is considered. For the first half of February the average circulation has been 201 volumes per day.

Camp Wheeler, Georgia

From Camp Wheeler Frederick Goodell, camp librarian, writes:

After a period of tent dwelling on the part of the Camp Librarian with books scattered thru a tent, a garage and the incomplete library building the Camp Library was opened on Feb. 13. It has already become a much appreciated port of call on the Camp Wheeler recreational four corners.

If the first book drawn is any indication of the reading tastes of the officers and men in Camp Wheeler one can readily see that soldiers will not stay put in their proper and orderly classifications any more than will the civilian library patrons back home. This first book circulated was the "Oxford book of English verse" and it was drawn by a lieutenant in the Ordnance Corps. The foolish man should have been reading works on artillery and motor trucks instead of dabbling in the poets.

Every day brings its evidence of the great work the Camp Library can and will do both for the men in the camps and for the furtherance of libraries in general. This is especially true of the Southern camps, where many of the men have never seen a public library and have had no opportunity to test the worth of such an institution. When the war is over these soldiers are not likely to forget the association which made possible these splendid libraries. The Camp Library is doing more for the soldier than merely amusing him. For one thing it is giving hundreds of thousands of men an opportunity they never had before to study and learn. It is taking a leading part in converting an experience which might have meant the loss of the most valuable years in the lives of our young men into a great opportunity for self-advancement. These young soldiers who are using the camp libraries to such good advantage will hold the fate of American institutions in their hands to-morrow.

All the camp librarians seem to be finding a much stronger demand for serious reading than was expected. This has been the experience at Camp Wheeler. Our reference work has been most gratifying for it has been so immediately practical. A mess sergeant, for example, who had been appointed canteen steward, rushed over to the library to secure some books on bookkeeping and accounts, one of the camp cooks wanted some recipes to help him in getting up the "meatless" breakfasts just ordered, a band leader asked for the lives of the great musicians, a chaplain wanted to identify a quotation for his Sunday talk in one of the Y. M. C. A. huts, a Signal Corps officer went off smiling with a long sought for book on telephony, and a blushing country boy led the librarian into a corner and asked if there were any books that would "learn" him how to read so all the other fellows in his tent wouldn't hear his wife's letters. A class in English for Americans was formed on the spot for that chap.

And we should not be surprised at all these varied requests that are pouring into the Camp Libraries. Soldiers ask for all kinds of books because they are all kinds of men. Very few of them are only soldiers. One must remember that an army division embraces not only infantry, artillery and cavalry but the Signal Corps, the Sanitary Train, the Medical Corps, the Dental Corps, a great hospital full of doctors and nurses, the Motor Truck Companies, the Quartermasters Corps with its experts in accounts, supplies and transportation, the Aviation Corps, the Remount Depot with its experts in the care and purchase of the horse, the Ammunition Train, the Ordnance Corps with its machine shops full of mechanics, the Machine-gun Battalion, the Engineers' Corps and added to all these hundreds of bakers, cooks, musicians, electricians, pharmacists and men required to keep themselves at the top of efficiency in every trade and profession imaginable.

As the camp library work is organized the two librarians provided for not only will prove inadequate but eight, ten or a dozen library assistants will be needed to carry on the work. In Camp Wheeler we are planning to provide twenty branches and upward of two hundred deposit stations. With the library open only three days we have already seen the necessity for the formation of special collections in simple English for our three thousand illiterates and one in American history, industry and literature for the newly arrived French officers. A picture collection has been started both to aid the class work in the Y. M. C. A. and K. of C. buildings and to decorate the library sections in the branches. These pictures will all be marked with the A. L. A. Camp Library stamp of ownership and will be changed from time to time to suit

special need and occasions. Such things are especially needed in the National Guard camps where the men live in tents. The Camp Librarian knows from experience how cheerless those four windowless canvas walls become after a time.

We would welcome gifts of usable pictures (both the New York Public Library and the Detroit Public Library have responded very generously to a personal appeal), late textbooks, especially those in grammar school studies, and books of European travel.

We offer for the approval of the readers of the LIBRARY JOURNAL the remark of one of the soldiers who had been detailed to assist with the book preparation: "Aw, this stickin' plasters on picture books is worse than diggin' trenches."

PERSONNEL

Among those who have recently joined the War Service Staff at the Library of Congress headquarters are Caroline F. Webster, of the New York State Library; Laura Smith, of the Cincinnati Public Library; and Burton E. Stevenson, of the Chillicothe Public Library. Mr. Stevenson is in charge of magazine publicity work, and Miss Webster gives special attention to the opportunities for women in the service. An interesting possibility of such service is in the Red Cross and base hospital libraries, whose establishment under A. L. A. auspices is now under consideration. In the English hospitals such libraries have been organized by women volunteers, and it is work for which women librarians would be especially well suited.

W. H. Brett, of the Cleveland Public Library, will spend a month or five weeks, beginning about Feb. 15, at Norfolk and Newport News, developing the library work for the thousands of soldiers and sailors stationed in the vicinity, and arranging for overseas shipments.

Alice S. Tyler, director of the Western Reserve Library School, began service in the dispatch office in Hoboken, with Mr. Dickinson, Feb. 25.

A cable from Dr. Raney Feb. 2, announced his arrival in England, and one received a few days later reported that he was about to start for France.

Recent appointments for camp library work, not hitherto recorded, are the following:

National Guard Camps

Camp Bowie, Forth Worth, Tex.....	Lois W. Henderson, assistant
Camp Cody, Deming, N. Mex.....	Earl N. Manchester, librarian
	Edward Day, assistant
Camp Fremont, Palo Alto, Cal.....	John Richards, librarian
	Sterling Talbot, assistant
Camp Hancock, Augusta, Ga.....	Anna M. Neuhauser, assistant
Camp Logan, Houston, Tex.....	Louis Horne, assistant
Camp Wadsworth, Spartanburg, S. C.....	Wm. F. Yust, librarian

National Army Camps

Camp Custer, Battle Creek, Mich.....	Max Meisel, assistant
Camp Devens, Ayer, Mass.....	Raymond L. Crowell, assistant
Camp Gordon, Atlanta, Ga.....	Adam Strohm, librarian
Camp Jackson, Columbia, S. C.....	John G. Moulton, librarian
Camp Meade, Admiral, Md.....	Edward M. Cameron, assistant
Camp Taylor, Louisville, Ky.....	George L. Lewis, assistant

Other Camps

Camp Johnston, Jacksonville, Fla.....	Walter C. Pierce, assistant
Camp Merritt, Tenafly, N. J.....	Edward F. Stevens, librarian

Naval Station

Camp Perry, Great Lakes, Ill.....	Geo. L. Burtis, assistant
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Service Overseas

Paris, France	M. L. Raney, of Johns Hopkins University Library
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OTHER FORMS OF SERVICE

Space was lacking last month to print all the replies sent in response to our request for information on library war service aside from the camp libraries. We print additional notes this month.

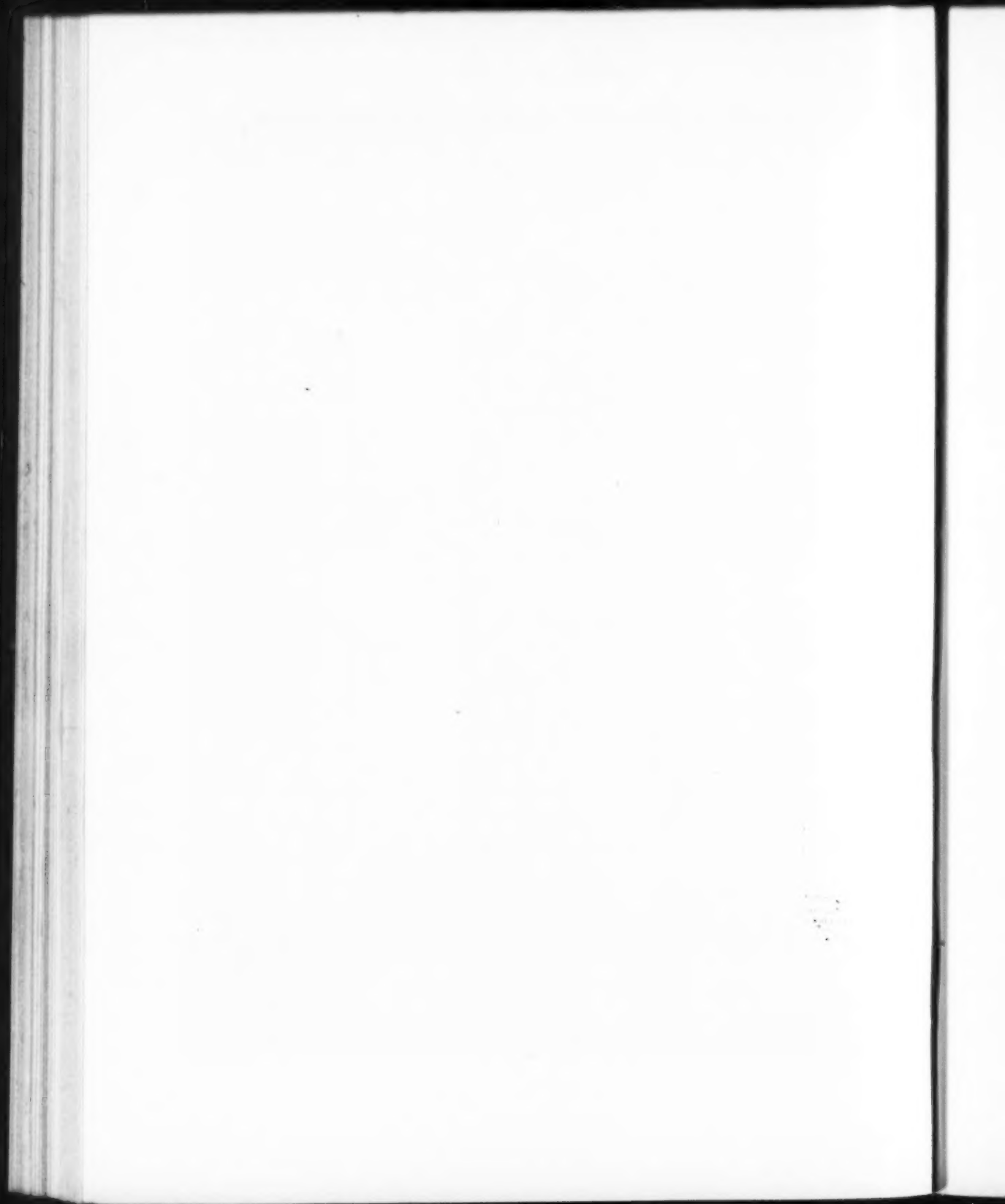
Grand Rapids Public Library

The war library work of the Grand Rapids Public Library has been devoted chiefly to the collection of reading matter for the men in the army and navy, the exhibitions of posters, books, pamphlets, etc., on food conservation and food production, many exhibitions of pictures and posters illustrating all kinds of war activities, both civil and military, the featuring of books on all phases of the war, for the purpose of giving people a better understanding of it, the systematic collection and preservation of all local material used in connection with the enlistment and drafting of men, the various "drives" for funds, such as the Red Cross, Liberty loans, etc., and lectures on the causes and meaning of the war, on the countries at war, and on how the war is being fought, all of which are designed to give persons a better understanding of the significance of the war, and how it is being conducted.

The library also took part in the campaign for the Library War Fund. About one tenth of the total collected in the city for this fund (\$4000) was given by members of the Library staff or directly to them, mostly at the Library.

Nearly 27,000 pieces of printed material have been collected from people of this city, and some 6000 books as well as many magazines, have already been sent to the training camps. To how great an extent the library's work in food conservation and food production has been effective it is difficult to say. However, books on this subject have been more widely used than ever before.

The most interesting work the library has done is in connection with its lectures. In November and December a series of five lectures were given by speakers connected with the educational work of the National Security League, on the causes and meaning of the war. All of these except one drew audiences of standing room only. A regular feature of all such lectures is the asking of questions on the part of the audience at the close of the speaker's regular address and his answering of them. Other popular lectures on phases of the war have also been given, and many more are planned



for the balance of this season. Most of these draw S. R. O. audiences and they stimulate reading on these subjects.

At the present time members of the staff are planning to use their vacations, or at least part of them, next summer for food conservation to help harvest the many fruit crops in western Michigan, particularly cherries, grapes, bush fruits, etc. If there is a good crop of these fruits there is always a great demand for labor, and the library has taken the matter up with the county agents for placing library people for this purpose. Several members of the library staff are food producers on their own account, either as farmers or gardeners or both, on plots of ground varying in size from a piece of a backyard to five acres, with one of 35 acres.

Carnegie Library of Atlanta

The Carnegie Library of Atlanta is co-operating with the Food Administration in trying to make available to the public all printed matter on the subject of food conservation both as to the necessity and the means. In doing this, bulletin displays are made, using the posters of the Food Administration, and a special collection of books and pamphlets have been prepared for circulation.

The library has a special bulletin board that it uses for displaying government material and on this is posted material relating to the Liberty Bonds, Thrift Saving Stamps, appeals for government workers, etc. In connection with the Liberty Bond campaign the library distributed circulars thru the books circulated. The Civil Service Commission has placed in the main reading room of the library two full sets of announcements relating to civil service positions bound in loose leaf binders. New material is sent to the library weekly so that the books can be kept up-to-date.

Kansas City (Mo.) Public Library

The following memorandum, sent by the librarian, Purd B. Wright, gives an idea of the variety and scope of the war service performed by the library staff in the Main Library and branches:

First Liberty Bond campaign, bonds sold, \$33,000. Second Liberty Bond campaign,

bonds sold, \$11,000. Red Cross campaign, booths and subscriptions in all libraries, reported thru precinct managers. Library collection, 1915, Belgian children's relief fund. French children's fund, booth two days before Christmas, 1050 cards sold. Surgical dressings, staff and bindery force cut cotton for 10,000 of 65,000 pads allotted to the Red Cross of this city. Curtains made for the library building at Camp Funston. Food conservation, bulletins, reading lists, etc. War lists, army service, citizenship, etc.

In addition, the staff handled subscription lists for War Service fund, and is caring for book service, this being a distributing station for five states. On receipt of supplies, book labeling, pocketing and book card writing will be done here for all books handled.

With Y. M. C. A. aid at Camp Funston, three huts were supplied with books in July, 1917. These were organized and made ready on arrival of the first draft by H. O. Severance, librarian of Missouri University. The books were the gift of Kansas City people.

Little Rock Public Library

The list of war activities of the Little Rock Public Library included the publication of lists and circulation of books on foods, cookery, canning, etc.; display of bulletins and books on gardening and agriculture; special bulletin boards and exhibits continually devoted to food conservation and distribution of bulletins of U. S. Food Administration; circulation of military books and war maps; new books added on Red Cross work and over 500 books on war subjects; enlargement of collection of pictures and clippings; loan of books to Fort Logan H. Roots and 7 Y. M. C. A. huts before the establishment of the Camp Library; loan of members of staff to assist in preparation of camp books for circulation; 700 Kipling scrapbooks issued to patrons for filling (a large number of these were sent as a Christmas gift to men at the base hospital at Camp Pike); and enlarged subscription to military periodicals. In co-operation with the D. A. R. the library has engaged Major Ian Hay Beith for his lecture "Carrying on" Jan. 30.

In co-operation with the College Club 1300 volumes and thousands of magazines have been collected and sent to Camp Pike. The library was headquarters for the Arkansas War Library Fund Campaign in which it raised \$8211.

Pasadena Public Library

Miss N. M. Russ, the librarian in the Pasadena Library writes:

"We are in close touch with all war activities. Our Library War Fund was oversubscribed. We have recently sent about one hundred technical books from our shelves for immediate use at Camp Kearny in study classes; this is in addition to the books donated by the public which we are continually sending. We are also handling the books received by the Red Cross, pocketing, listing and shipping for them. We are working with the Woman's Committee of the National and State Council of Defense in listing and segregating books on Food Conservation, and have created a deposit station at the Red Cross headquarters for books required in their Home Service Department."

Chicago Public Library

At its first meeting following the Declaration of War the Board of Directors by resolution made a formal tender of the building, resources and equipment of the Library to the United States government "for any purpose or use deemed necessary and proper in the present crisis . . . conformable to and not unduly interfering with its own public activities, to contribute toward the general organization of the national forces." It was further ordered that \$2500 be set aside from the book fund for the purchase of drill manuals and other books on military organization and instruction in such quantities as might be found necessary, and that the War Department be requested to recommend books which should be made available to the citizens to fit them for military or other national duty in this emergency.

Red Cross registration desks were installed in the Main Library and all branches in charge of members of the library staff for the week of May 7 to 12.

Contributions were received at the Main

Library and all branches for the million dollar Library War Fund.

Scrap books were offered to the public to be filled with suitable matter for sick and wounded soldiers in hospitals at home or abroad. All the scrap books have now been given out and have been returned. This service has been discontinued.

At the request of the American Library Association War Service Committee the acting librarian has assumed general supervision of the erection of library buildings and the organization of thoroly equipped libraries at Camp Grant and Great Lakes.

By order of the board the services of John F. Phelan, chief of branches, have been placed at the disposal of the Library War Service Committee for the installation and general management of the Great Lakes Library.

Special efforts have been made by means of bulletins, posters and exhibits to call attention to the numerous publications of the U. S. government relating to matters of urgent public interest. The fullest co-operation has been arranged with the Food Administration, Council of National Defense and other similar agencies. Literature issued by them has been promptly made available and, where possible, has been secured in sufficient quantities for free distribution. Thirty thousand copies of the valuable bulletins of the National Emergency Food Garden commission have been so distributed. Jessie Woodford, head of the document section, has been assigned to attend and address meetings of clubs and other bodies interested in food conservation and similar topics, and is a member of the Publicity Committee of the Illinois Food Administration.

Space has been granted in the Main Library and various branches for the registration of women, for the work of the draft exemption boards, and for the display of official posters or proclamations.

The Collegiate Periodical League was invited to make the Public Library the headquarters for its activities in the collection and distribution of current periodicals for soldiers and sailors in Camp Grant and Great Lakes.

A Red Cross Chapter with a membership

of 45 was organized among the women of the staff, with weekly sessions, after service hours, in the Library building.

Opportunity was given to official solicitors to address assemblies of the staff in behalf of both the first and second Liberty Loan.

Three hundred thousand printed slips, issued by the Woman's Liberty Loan Committee, appealing for subscriptions to the second loan, were distributed in library books to borrowers during the month of October.

Space has been granted in the north corridor of the Library building for a rest room and canteen for soldiers and sailors on furlough in the city, under the management of a committee of the Chicago Woman's Club.

A service flag with fifteen stars was purchased by the Board and hangs in the rotunda of the Circulation Department.

Brooklyn Public Library

In the line of patriotic duty members of the staff took part in the \$1,000,000 campaign to provide money for books for soldiers and sailors. This endeavor was not only successful as a war measure, but by means of it the library was brought into closer touch with its neighborhood, and with many local organizations and individual workers in the community. Brooklyn's contribution was \$36,000. A Red Cross auxiliary was organized and has made sweaters, helmets, socks and many other useful articles for the boys at the front. Sixty-three assistants subscribed to the first issue of Liberty Bonds—not so many to the second.

Most of the auditoriums were used by the State Census Board in the spring, many of the library staff volunteering to assist in this work in their free time; and later the Exemption and Legal Advisory Boards had their headquarters in library buildings. The Red Cross also placed booths in some of the branches during its recent drive for members.

Posters of city, state and national character were displayed in the branches, and several excellent booklists on shipbuilding, thrift, and other topics made timely by the war, were prepared and distributed.

Louisville Public Library

The library staff has been called on for many forms of war work. The librarian, George T. Settle, in addition to his regular duties, is camp librarian at Camp Zachary Taylor. The 12,000 volumes in the camp library were cataloged by the staff.

The head of the catalog department, Miss May Wood Wigginton, organized and supervised the making of a card list of men at Camp Zachary Taylor belonging to each denomination and religious sect, of men belonging to each lodge, union or other association; also a list of alumnae of various universities. This was done for the War Recreation Board. Members of the Library Training Class have volunteered to help in arranging an alphabetical list of all men at Camp Zachary Taylor for the War Recreation Board.

Carolyn E. Adelberg, librarian's secretary, is library publicity director for Kentucky under the United States Food Administration. She has secured the approval of Superintendent Reid and the aid of Miss Lena Hillerich, supervisor of drawing, and 500 posters will be made in the Louisville public schools under Miss Hillerich's direction. Two hundred of these posters will be exhibited at the main library in April, fifty at each of the colored branch libraries, and 200 will be a state traveling exhibit.

Thomas F. Blue, in charge of the colored branches of the Public Library, has been given leave of absence for army camp Y. M. C. A. work, and has been assigned to Camp Sherman as religious secretary. Mr. Blue did similar work during the Spanish-American War.

A. L. A. AMBULANCE FUND

The chairman in charge of this fund, realizing that the concentration of library support for the national camp library movement made the full execution of her plan impossible, has decided to close the matter. She has therefore sent to the American Red Cross at Washington, D. C., \$750 to provide a kitchen trailer as the gift of the American Library Association, with a request that a statement to that effect and the receipt for the money be sent to the Secretary of the American Library Association.

THE LIBRARY'S PART IN THE FIRST FOOD EXHIBIT

THE general public may entertain for some time yet misconceptions of the nature of the work done in and by libraries, but it can not accuse libraries of failure to grasp opportunities. For since libraries have opened their doors wide, more opportunities for service have entered at times than can be properly taken care of; the most important one brought by the war is that of convincing the public that the outcome of this conflict depends very much upon the extent of the co-operation given the government at home, for in reality the war has created among us a "triple alliance": a government dedicated to the principle of making the "world safe for democracy"; an armed force to ensure that end; and a home-line to back up the other two.

That libraries are equipped, capable, and willing to assist the three partners in this war to fulfill their respective duties to each other was demonstrated at the Patriotic Food Show held in the Coliseum at Chicago, on Jan. 5 to 13 inclusive, under the auspices of the Illinois State Council of Defense and the U. S. Food Administration.

The purpose of the exhibit was strictly educational. Food firms exhibited their products but did not solicit business; the Agriculture Departments of the State of Illinois and of the United States urged food economy thru conservation and substitution; four domestic science departments taught it by actual demonstration; and the Library Section of the Illinois Division of U. S. Food Administration showed how libraries thruout the country had interpreted Mr. Hoover's appeal to the American people as a tocsin to mobilize their resources for immediate and concerted war on waste and extravagance.

The Library Section got its quota of customers in direct competition with other exhibitors by creating an atmosphere of human interest. The passerby's attention was first gripped by some striking sign, such as "Read to Know; Know to Act; Act to Win"; by a colored poster suggesting economy and made by some patriotic

school-girl or altruistic librarian; by an epigrammatic slogan or tabloid sermon, such as, "They also serve, who save and substitute." Besides these attention getters there were speakers on each day's program who reminded the visitors that their public library is always at their service and advised them to visit the Library Section and there learn what kind of information was obtainable for the asking. Miss Guerrier of the Food Administration at Washington, Mr. Roden and Miss Woodford of the Chicago Public Library, and the library publicity directors for the states of Illinois, Kentucky, Michigan and Ohio, also explained that libraries were ready to furnish assistance in food conservation and production. Part of the program for Friday evening was reserved for talks by librarians. Miss Ahern presided over this special meeting.

The interest of the visitor was aroused and held by small exhibits in glass cases, pictures, charts and thru the efforts of library workers who had volunteered their services as attendants.

The "bread and butter" advertised consisted of a selection of two hundred and fifty books on home economics, family budgets, marketing, food values and nutrition; and a collection of pamphlets on similar subjects issued by and obtainable free or at a nominal price from the various state and federal governments.

To prove that a library can be of service, the first thing done at the booth was to get the names of exhibitors and samples of their literature, and then to index both exhibitors and literature in anticipation of questions from the public. The public did ask for such information, and when the managers of the show also found it out they requested the Library Section to act as the official Information Bureau for the entire exhibit. After that the booth was, of course, busier than ever. And business also brought business.

The exhibit was prepared and managed by the Library Publicity Committee of Illinois with the help of a committee from the Chicago Library Club. Its success was made possible by the splendid co-operation

of school children and libraries in Illinois and Michigan. Battle Creek, Chicago, Decatur, Geneva, Jacksonville, Moline, and Springfield lent attractive posters for displays, which enabled the committee to make a complete change whenever desired. In spite of the short time for preparation the section was highly complimented on its effective work. It seemed to have convinced the housewife, the club-woman, the teacher, and even the business man that a library after all has "ammunition" that will help to win the war.

O. E. NORMAN.

ARMS AND THE MAN

[Written by Nixon Waterman for the dedicatory exercises of the A. L. A. Library at Camp Johnston, Florida, and read by the author at the dedication.]

Men, with War's challenge before you,
You who must win in the fight,
You who shall bring the glad morning
After War's terrible night;
Here find the way and the wisdom
To match and to master the Hun,
Translating the book and its message
Into the speech of the gun.

Here find the counsel to stay you
Down thru the riot and ruck,
Here find the zeal that shall lift you
Out of the mire and muck.
Here are the words of your seniors,
Your masterly skill to increase,
And type's many tongues to direct you
On toward the daybreak of peace.

Make the will firm and exultant,
Make the way certain and sure
For meeting the blindness and terror
That only grim terror can cure.
Whether we fight in the trenches
Or help to pass on to the ones
Who serve there, the shot for the foemen,
We are all of us manning the guns.

Make the arm mighty and agile,
Make the brain piercing and keen;
Make—may the good God forefend us—
Make us a fighting machine!
A machine that will crush and will conquer
The wolf-men who seek to enthrone
The blood-lusting forces of evil,
Who would crucify Truth and God's own.

Let each one vow, "I will be faithful!"
Let each pray, "Oh, may I be strong
With the strength of a Heaven-born justice,
To battle and conquer the wrong.
And if it so be, in His mercy,
Let me come to my people again
With the thought that I gave all God gave me
For Truth's and for His sake. Amen!"

RECENT MOTION PICTURES DRAWN FROM STANDARD OR CURRENT LITERATURE

BELOW is given a second list of recent photo plays based on well-known books, supplied, as was the list last month, by the National Board of Review of Motion Pictures:

Heart of a Lion, 5 reels, Fox. Star—William Farnum.

Based on Ralph Connor's novel, "The Doctor."

Huck and Tom, 5 reels, Paramount. Star—Jack Pickford.

Further adventures of Tom Sawyer and Huckleberry Finn, the heroes of Mark Twain's "Tom Sawyer," including the killing of the doctor in the cemetery, the trial, the picnic in the cave and the finding of the treasure.

Keith of the Border, 5 reels, Triangle. Star—Roy Stewart.

The adventures of a Texas ranger made from Randall Parrish's book of the same name.

Little Red Riding Hood, 4 reels, Wholesome. Star—Mary Burton.

An up-to-date version of the well-known fairy tale. Practically the entire cast of 350 persons is composed of children. The production is considered to be particularly well done.

Morok, 7 reels, Hesperia Film Co.

The play, which was made in France, is adapted from a part of Eugene Sue's book, "The wandering Jew." Its chief merit lies in the fact that in selected locations and settings it is successful in bringing out the atmosphere of the original work.

My Own United States, 8 reels, Frohman Amusement Co. Star—Arnold Daly.

Covers the period in American history between the Hamilton-Burr political feud and the Civil War. It includes a picturization of the chief character of Edward Everett Hale's "Man without a country."

A Petticoat Pilot, 5 reels, Paramount. Star—Vivian Martin.

A picturization of the simple little Cape Cod tale contained in Joseph Lincoln's book, "Mary 'Gusta'."

Stories by O. Henry: Compliments of the season, The moment of victory, Schools and schools, By injunction, A Madison Square Arabian knight, The trimmed lamp, 2 reels each, General Film Co.

Tarzan of the Apes, 8 reels, National Film Corporation. Star—Elmo Lincoln.

From the book of the same name by Edgar Rice Burroughs. The jungle scenes were photographed in South America.

The Grain of Dust, 6 reels, Crest Pictures. Star—Lillian Walker.

Based on the story of the late David Graham Phillips, which originally ran in the *Saturday Evening Post*.

The Hopper, 5 reels, Triangle. Star—Olive Thomas.

A particularly satisfactory comedy drama based on Meredith Nicholson's story of the same name.

The Weaver of Dreams, 5 reels, Metro. Star—Viola Dana.

A fine picturization of Myrtle Reed's novel of the same name.

The World for Sale, 6 reels, Paramount. Star

—Ann Little.

The second of the representations of Sir Gilbert Parker's stories.

Treasure Island, 6 reels, Fox. Stars—Francis Carpenter and Virginia Lee Corbin.

An adaptation of the book by Robert Louis Stevenson. The cast is composed exclusively of juveniles.

Woman and Wife, 6 reels, Select Pictures Corporation. Star—Alice Brady.

Based on Charlotte Brontë's novel, "Jane Eyre." Great attention has been given to the reproduction of the atmosphere of the book.

FOREIGN MAGAZINES IN THE BODLEIAN LIBRARY

"In the earlier stages of the war the utility of the Bodleian was hampered by the difficulty of continuing the foreign periodicals issued in enemy countries," say a note in the *Bodleian Quarterly Record* for October, 1917. "Even prepayment, when permissible, was not satisfactory, for some periodicals were greatly diminished in size and importance, and, according to a statement quoted in the *Publisher's Circular* of January 6, 1917, it appears that as early as the spring of 1916 'about 3000 German journals, reviews, etc.,' had 'stopped publication owing to the war.' Now, however, thru the instrumentality of H. M. Stationery Office and under a license from the Board of Trade, the library is able to acquire the current parts of some hundreds of periodicals, as well as any continuations and substantive works which it wishes to order. Readers will greatly appreciate this concession on the part of the Government to help the larger libraries to carry on their legitimate work in difficult times."

THE POWER OF THE PEN

THE influence of the library is felt in very many different ways. The following note received at a city branch recently shows one possible way of using the library's good influence:

Dear Lady

Would you kindly give Bearer a Book what is a sad story abouth a man thatt drinks and abuses his wife or any thing like that and oblige Mrs. —.

Thanking you in advance

As I cant come my self not well

LIBRARY LEGISLATION IN 1917: CORRECTIONS

OUR attention has been called to certain inaccuracies in the article printed under this caption last month. In describing the Indiana county law (p. 76) the article reads that "the county commissioners upon petition . . . may levy a tax," etc. The provisions of the law are that they *may* levy a tax without a petition, but with a petition "shall" levy a tax, and this compulsory tax upon petition has been a particularly helpful feature of the Indiana law. In the next paragraph, giving the organization, powers, and duties of the board, the very important fact should be noted that the library board, and not the county commissioners or county council, determines the rate of the tax.

Under Tennessee (p. 82) the appropriation figures might be stated with a little more detail, as follows: The Legislature of 1917 gave to the State Library a biennial appropriation of \$25,900. These figures include salaries plus a small per cent of the General Education Fund, which per cent averages about \$3500 biennially and is used for the purchase and maintenance of traveling libraries. The Law Library is a department of the State Library, and the special appropriation for this department is spent under the direction of the Supreme Court and the State Attorney General. \$500 is expended by the State Librarian for the purchase of books for the State Prison Library. The Prison Library is under the direct supervision of the State Library. \$10,000 was appropriated for the purchase of steel shelving for the State Library. This appropriation and all other appropriations except those previously mentioned are expended under the direction of the State Library Commission. The Chief Justice, Governor and State Attorney General compose the Commission.

The Department of History and Archives is a separate department of state, and is in no way connected with the State Library.

EMPLOY your time in improving yourselves by other men's documents: so shall you come easily by what others have labored hard for.—SOCRATES.

ATLANTIC CITY MEETING

THE twenty-second bi-state meeting of the New Jersey and Pennsylvania associations was held at Atlantic City at the usual pleasant headquarters at the Hotel Chelsea Feb. 15-16, a fortnight ahead of the usual time, to obtain the benefit of the better weather, for which Miss Graffen had made special arrangements with the Clerk of the Weather. About 175 members of the two library associations, with many visitors from other states, especially New York, and an unusual proportion of the membership of the American Library Institute, were present.

The first meeting, that of Friday afternoon, Feb. 15, was that of the New Jersey State Association, over which Mrs. James A. Webb, Jr., president of that association for the current year, presided with admirable tact and full parliamentary knowledge. This meeting was devoted entirely to war service, chiefly to that within the state, the first speaker being Joseph Alling, who has generously given his personal services and business experience to the men of Camp Dix at Wrightstown, N. J., as general secretary of the Y. M. C. A. organization there. He gave an excellent conspectus of the systematized methods of the Y. M. C. A. as illustrated at this cantonment, but pointed out also the flexibility of the Y. M. C. A. arrangements, as illustrated during the twenty days of enforced quarantine at this camp. At twenty-four hours' notice, the arrangements for entertainments and services within the Y. M. C. A. huts were transformed into a plan for visiting the several barracks and other buildings, where by the help of portable cabinet organs and small moving-picture outfits, over 2200 separate entertainments and services were given during the time when the men were not allowed to congregate in any of the general buildings. Caroline Dow, secretary of the Secretarial School of the Y. W. C. A. of New York, gave a more generalized statement of the activities of that body, not only with respect to the hostess houses, of which each camp now has one or more, but with reference also to the work among women near the camps and in the industrial centers, where women were suddenly gathered for gov-

ernmental work. In one instance, the local Y. W. C. A. had word from the government authorities that six or seven hundred women were to reach the locality the next day, and the Y. W. C. A. was expected to provide for them, which it succeeded in doing by arranging sleeping accommodations in automobiles within garages when house accommodations were exhausted. Howard L. Hughes, Trenton's public librarian, who has done excellent work at Camp Dix, gave detailed descriptions of the work there, where about 6000 books were doing service, about as many as could so far be handled, altho ultimately 25,000 books may prove desirable. Gifts as well as purchases had been, as a rule, of excellent quality, tho in some few instances, as a Worcester, Mass., poll tax list and a local town report, the selective principle had not worked. Asa Don Dickinson, assigned to the Transport Dispatch Office at Hoboken, described the work there, whence 15,000 books had already been dispatched on transports, which were offering good facilities for getting books to France.

Friday evening was given to the first joint session of the New Jersey Library Association and the Pennsylvania Library Club, Dr. Morris Jastrow, Jr., vice-president of the Pennsylvania association in the chair. Mayor Bacharach, unable to be present, sent his regrets thru another Atlantic City official, who properly welcomed the delegates and presented the usual key symbolizing the freedom of the city. Wilfrid M. Voynich, the London expert on early printed books, a Polish patriot of Lithuanian birth who has had a remarkable political career, addressed the meeting on "How to study and how to hunt 15th century books," to the edification of the "small librarian" who wished rather to know how to find the wherewithal therefor. A. Edward Newton followed with a paper on "A macaroni parson," the remarkable William Dodd, who cut such a swath in English society a century or so ago until he was hanged for forgery. This finished the meeting.

Saturday morning, Feb. 16, at eleven o'clock, there was a second joint session of the two associations, presided over by Mrs. Webb, at the start of which Mr. New-

ton completed the history of Rev. Mr. Dodd by reading one of his letters. The place of Rev. Allan MacRossie was taken by Capt. Arthur Rudd, who appeared in Russian uniform, with side arms and spurs, and gave (after the ladies by his request had ceased knitting) an interesting and thrilling account of his experiences in Russia while assigned by the State Department for service there in relation with the care by the American Embassy of prisoners of war. He described especially what he had seen at Nizhni-Novgorod and in Siberia, giving the Russian people credit for good nature and hospitality even exceeding that in America. His immediate appeal was for the work of the Red Cross, in America, and he made very clear how large a proportion of the suffering could be obviated by the preventative measures of that wonderfully foresighted organization.

Following Capt. Rudd, Edith Guerrier, the Massachusetts director of library publicity for food conservation, who had general charge during the summer of organizing the system of library publicity thruout the country for the Food Administration, spoke on the various ways in which libraries can help in this work of food conservation. It has been the policy of the Food Administration to avoid, wherever possible, creating new agencies to carry on its work, and in the library world it has found enthusiastic and efficient co-operation. The Food Administration is supplying to libraries leaflets for distribution, and posters, bulletins and publicity stories for use within the library or in the library publications.

It was expected that Mr. Dwight Morrow, the state director for New Jersey for war savings and thrift stamps, would speak on what the libraries can do to assist in the war saving and thrift stamp campaign, but at the last moment he found it impossible to attend and his place was taken by Mr. LaMonte of Bound Brook, who spoke briefly on the same subject.

At the close of this joint session a short business meeting of the New Jersey Library Association was held in the same room for the election of officers and the following were chosen to carry on the work of the club for the coming year: Presi-

dent, Edna B. Pratt, Passaic; first vice-president, Julia Schneider, South Orange; second vice-president, Charles M. Lum, president of the board of trustees of the Chatham Public Library; secretary, Irene Hackett, Englewood; treasurer, Mary P. Parsons, Morristown. The question was raised at this meeting by Mr. George of Elizabeth, as to the desirability of reviving the custom of holding an independent meeting in October, and the matter was referred to the executive committee.

The third general session was held Saturday evening with Dr. Frank P. Hill of Brooklyn presiding. Before taking up the regular program, Dr. Hill introduced Mlle. Marguerite Clément who is representing the Société d'Exportation des Editions Françaises in this country. Mlle Clément spoke briefly of her purpose in coming to America and offered to give any help possible in the selection of French books thru the preparation of lists or by discussion of specific titles. With the increasing interest in the study of the French language and literature in the schools in this country, the opportunity of securing this assistance will be welcomed by many librarians who must meet this increased interest with a better stock of French books.

The work of "The A. L. A. in war time" was described by Thomas L. Montgomery, president of the A. L. A. and state librarian in Pennsylvania. Mr. Montgomery summed up the history of the library war service movement from its inception at Louisville last June to the present time when 37 camp libraries are in operation with trained librarians in charge and a system of book supply for the smaller posts and for the navy and forces overseas is being rapidly developed.

Dr. John Duncan Spaeth of the Department of English at Princeton University was the next speaker. He took for his subject the message of Whitman, as being one of special importance to us to-day. Dr. Spaeth maintains that we have had no great poets of liberty in America, but the individual liberty and the social solidarity which shines thru Whitman's poetry and prose alike make him a special source of inspiration in the present crisis. Dr. Spaeth

is going at once to Camp Wheeler, Georgia, where he will be educational secretary for the camp.

No Atlantic City meeting would be complete without an announcement from Mr. Faxon of the travel plans for the A. L. A. summer conference, but these were made very brief this year. The A. L. A. will meet in Saratoga Springs, July 1-6, but in the present unsettled condition of railroad transportation it has been found impossible to arrange for special trains or indeed for any special travel parties, and there will be no pre-conference or post-conference trip.

The usual delightful tea was held in the Atlantic City Public Library on Saturday afternoon from 4 to 6 when Miss Abbott and Mrs. Endicott and members of the library staff welcomed the visiting librarians to their very homelike and attractive building.

AMERICAN LIBRARY INSTITUTE

The American Library Institute held two sessions in connection with the bi-state meetings at Atlantic City, one on Saturday morning, preceding the general session, and one occupying Saturday afternoon. Altho it was planned that these meetings were to be open to all, announcement to that effect was not sufficiently general and effective to bring together many who afterward expressed regret that they had not known of the general invitation. The sessions were, nevertheless, attended by representative librarians from many states, members of the Institute, and by a few others in attendance at the bi-state meetings.

President Richardson, whose presidential address on Saturday afternoon is printed in this issue, had planned a careful program for the discussion of details, especially in connection with war service, relating distinctively to "libraries of learning," and had provided preprints of several of the papers and brief contributions to their subject from others.

The morning was devoted to the discussion of the higher training of library assistants, especially those for university and reference libraries, thru post-graduate courses in connection with library schools or universities. Amy Reed, librarian of

Vassar College, presented a compact and effective study of this field in the paper which she read on "A graduate school of librarianship." Frederick C. Hicks, Columbia's law librarian and executive secretary of the Eastern College Librarians' organization, presented an admirable summary of suggestions for post-graduate courses in universities and other means toward the end in question. The proposal was brought out that such post-graduate education need not necessarily be confined to one university, but that the graduate student might pass from one institution to another, obtaining practice in the university library, tho it was also pointed out that the best location for a graduate school would be in one of the universities in the great cities, where public library facilities also would give opportunities for practice.

The afternoon session was devoted chiefly to questions of war service, as detailed and arranged in a careful series of program headings. These subjects brought out excellent specific suggestions and particularly centered on the suggestion that this country should follow the example of England, France and Germany in developing, before it was too late, a war library and historical museum. Dr. Wilson, librarian of Clark University, led this discussion, describing the collection at Clark University, initiated thru president G. Stanley Hall's interest in war psychology, which collection is proving to be the most important in this country. A resolution was unanimously passed urging our Government to give early attention to this matter. Mr. Dana presented his plan for the arranging of pamphlets, as illustrated in his treatment of those on the war, by means of his scheme of color bands, which will be described in detail in a forthcoming monograph by Mr. Dana to be issued from the Elm Tree Press.

AN extreme case of anti-Germanism was noted recently in the Cleveland Public Library. A woman who asked for a book on the Reformation, refused to take the one handed to her, saying, "It has too much in it about the Germans."

NATIONAL SCHOOL FOR LIBRARIANS AND ARCHIVISTS IN MEXICO CITY

THE entry of this school upon its second year on July 2, 1917 is recorded in the *Boletín de la Biblioteca Nacional de México* for August-October, 1917. Up to the time the report was made, 103 students had been enrolled. As a result of the first year's experience, radical changes in method were introduced, the most noteworthy being the extension of the course to cover two years instead of one. The classes in paleography and Latin were amplified, and practice classes in cataloging and bibliography were added.

The curriculum now stands as follows: *First year*: Bibliography, library economy, cataloging, first-year Latin, French; *Second year*: Conferences in bibliography, practice classes in cataloging and bibliography, paleography, second-year Latin, English.

There is a teaching staff of eight, of whom the only feminine member is the teacher of French. The director of the school is Prof. Augustín Loeray Chávez.

FRENCH ARMY CHAPLAINS VISIT UNITED STATES

CHAPLAIN Alfred Ernest Victor Monod and Chaplain Georges Lauga, both military chaplains with the rank of captain in the French Army, are now in this country as official delegates from the Federation of French Protestant Churches to the Federal Council of the Churches of Christ in America. They will make a three-months' tour of the country from coast to coast staying two or three days in each city, meeting the various social, civic, and religious bodies. Both men have seen active service and Chaplain Lauga has been awarded the *croix de guerre*.

American Library Association

PUBLISHING BOARD

W. N. C. Carlton, who was recently elected a member of the A. L. A. Publishing Board, has declined to serve, pleading inability to devote the time to the work which his conscientious nature demands as *sine qua non* of service.

CONFERENCE PLANS

The fortieth conference of the American Library Association will be held at Saratoga Springs, New York, from Monday to Saturday, July 1-6, 1918. Headquarters will be at the Grand Union Hotel (1200 rooms, rates \$5, \$6, and \$7 per day, American plan). Numerous other smaller and less expensive hotels will be available; names and rates in later announcements. Full particulars regarding rates and directions for making reservations will be issued about May 1 in the library periodicals and the *Bulletin* of the A. L. A.

Travel arrangements are being made by the travel committee and the information gathered will be shortly published, altho owing to the abnormal traffic conditions it is difficult for the committee to make definite statements this far in advance. Special trains will not be attempted, and it is possible that the usual summer reduced rates to Saratoga may not be offered. There will be no post-conference trip.

The president is at work on the program. The principal theme very naturally will be the War and what libraries are doing and can do to help win it. Five general sessions will be held, the first Monday evening, July 1. The affiliated societies, sections and round tables will hold their accustomed meetings. Their chief topic also will be the War. The general sessions will be held in the Convention auditorium, a few steps from the headquarters hotel and the group meetings in suitable rooms at the Grand Union.

Saturday, July 6, will be observed as "New York State Library Day" and we shall be the guests of the New York State Library at Albany, stopping off there for the day on our way home. A morning program commemorating the one hundredth anniversary of the founding of the library, a luncheon tendered by the library, and tours of the Education Building in the afternoon will be features of the day, concluding in ample time for evening trains and the New York boat.

GEORGE B. UTLEY, *Secretary*.

Library Organizations

MASSACHUSETTS LIBRARY CLUB

The sessions of the winter meeting of the Massachusetts Library Club were held in Goddard Chapel, at Tufts College, Medford, on Thursday, Jan. 24, 1918. The club was cordially welcomed by the president of the college, Dr. Hermon Carey Bumpus.

Edith Guerrier, chairman of the library section of the Public Information Division,

United States Food Administration, spoke on the subject "The libraries' opportunity to help win the war."

Dr. Herbert Putnam, Librarian of Congress, spoke briefly on "National war library work," and Carl H. Milam spoke specifically of the progress of this work, summing up the information as reported in the JOURNAL from month to month.

In opening the afternoon session President Loring urged every member to join an organization which she described as a club for the preservation of the purity of the English language. There are no dues and Miss Loring thought that a member would avoid instinctively the use of such words as "suicided," and the improper use of "loan" and "donate."

In speaking on the topic "Camp Devens Library," Mr. John A. Lowe, Librarian, gave an interesting description of the location of the library, the place it occupied in the camp life, and an outline of the library work. The working day begins at 6.30 in the morning and continues until 10.30 in the evening. Every effort is made to make the men feel welcome. Smoking is allowed in the building. The men may take for a two weeks' period as many books as they can reasonably use. The date when the book is due is stamped on the dating slip of each volume. There is no registration and no borrower's cards are in use. The library makes use of a reserve system, which is much appreciated. The librarian has found a good spirit of co-operation and friendliness among the men and there has been no attempt made to separate the officers and the enlisted men. There has been no friction and the men mingle without restraint and easily with the officers. Officers and men have both declared their warm appreciation of the library service.

Mr. Charles F. D. Belden, chairman of the Free Public Library Commission, spoke briefly on the matter of closing libraries during the coal shortage. Mr. Belden thought that every effort should be made to keep libraries open.

In the campaign for contributions to the War Library Fund in Massachusetts 133 cities and towns equaled or exceeded their quotas, 15 towns and one city (Newton) doubled their quota, 6 towns (Belmont, Dalton, Duxbury, Hopedale, Lincoln and Nahant) tripled their quota, 4 towns (Brookline, Lancaster, Milton and Petersham) collected four times their quota and one town (Dover) collected eight times its quota.

Mr. Belden summarized the library war activities of recent months by showing that since the beginning of the organized work to

supply soldiers and sailors with carefully selected books and magazines there have been given by residents of the state, largely thru public libraries, 65,798 books. This includes 15,038 volumes sent to Camp Devens, 28,290 volumes to nine camps outside of Massachusetts, 5369 to 19 forts along the New England coast, 9177 to ships touching Charlestown navy yard, New London, Halifax and Hoboken, 4330 to five radio stations and the remaining 3594 volumes to hospitals and other military establishments. In New England 195 towns are contributing books for use in the camp libraries and the number of volumes contributed by people outside of Boston has amounted to 50,932.

The topic "Latin ideals in contrast to German culture," was discussed in a forceful and stirring way by Amy Bernardy, special commissioner of the Italian Board of Immigration. Miss Bernardy began by pointing out that while all war brings horrors many wonderful things have grown out of the present struggle. It has made all people more thoughtful. It has even filled them with a feeling of loneliness when among other people. She compared this feeling very aptly to the sensation of sailors who often have about them, for long periods, only the immensity of sea and sky. The elemental things under such conditions receive a new emphasis. Miss Bernardy pointed this out as one of the great lessons of the war. The quality of reading along the Italian front is superior to what it would have been within the families in peace times. Miss Bernardy showed how Italy was animated by a common purpose which is being carried out in a truly democratic environment.

FRANK H. WHITMORE, *Recorder*.

DISTRICT OF COLUMBIA LIBRARY ASSOCIATION

The regular meeting of the District of Columbia Library Association was held Jan. 22 at the Y. M. C. A. assembly hall, with President W. J. Hamilton in the chair. Twenty new members had been added since the October meeting.

The program committee introduced an innovation in a scheme for making the association a clearing house for library information for members, described more in detail in Library Work in this issue.

Mr. Hamilton spoke of the success of the A. L. A. war fund campaign. The work however has so expanded that the need of books is greater than the supply and a new campaign for gift books is to be inaugurated in the near future. A committee of three to co-operate

with the A. L. A. was appointed by the chairman having powers to enlarge itself and being given authority to draw upon the treasury of the association to a limited extent for necessary expenses for postage, etc.

The president then called on Miss Dickey, assistant in the Food Administration, who spoke briefly upon the work of the Administration. The work of the Food Administration is extremely flexible in character, changing with changing conditions; divisions arise in answer to a special need and then disappear when the need was passed. The Administration is organized according to commodities, there being a director and staff for each, as wheat, sugar, etc., and others concerned in the handling of the commodity. All necessary advertising has been furnished by the newspapers free of charge, mainly as news items, and there has been an immense amount of material released for publication. Each state as well as many of the larger cities has its Food Administrator with his staff and after a general policy has been mapped out these state and city administrators are permitted to adapt the policy to their own varying needs. As to results, among other things Miss Dickey mentioned the high price of sugar at the time of the Civil war, when there was no world shortage, and the present price of 9 cents per pound in face of a serious world shortage. This holds good with many other commodities.

Mr. Blessing of the Public Library reviewed Roy C. Andrew's "Whale hunting with gun and camera," which he recommended on various counts. Miss Wootten spoke appreciatively of Dr. Charles Smith's "O. Henry biography."

The speaker of the evening was the Hon. C. C. Dill, of the House of Representatives, who gave a wonderfully interesting account of his recent visit to the battle front in France and Belgium. By means of a map, which was a copy of that prepared by Maj. Parker, military observer for the United States, he gave a most vivid picture of the relations of the belligerent countries and of the path of the German invasion. He sketched the battle of the Marne and that of Verdun, the two crucial battles of the war, and pictured something of the sombreness of the battle front and the contrast between the troops, alert and ready, going into the front line accompanied with all manner of equipment, and the weary, dirty, wounded men coming back from the front line, attended by their battered and wrecked equipment, the very débris of the battle. He dwelt upon the wonderful spirit shown by the French, whom he characterized as the finest fighting men in the world. He

spoke also of some of the traits that make for charm in the French, among them the custom of saluting the graves of their fallen comrades, a custom which so impressed the party of Americans that unconsciously they found themselves joining in the salute. Mr. Dill gave a picture of our own men, determined, serious, bent upon accomplishing the task before them and said further that he found them with wants well supplied save that they had been unable to get their mail, which was indeed a deprivation. A visit to the Belgium front was both exciting and dangerous as the party was there practically under fire. Mr. Dill paid high tribute to the splendid work of the Red Cross both in the hospitals and in civilian relief work and to that of the Y. M. C. A. A glimpse of the English hospitals and the work they are doing in making the cripples whole and in teaching the blind to help themselves made one feel that the age of miracle is not past.

The District of Columbia Library Association has just been going thru the process of reorganization, with the purpose of putting life and interest into the association. If other associations have hints or suggestions which would be of benefit to us we would be very glad to receive them.

ALICE C. ATWOOD, *Secretary.*

NEW YORK LIBRARY CLUB

The January meeting of the New York Library Club was held Thursday, Jan. 10, at 3 p. m. in the Merchants' Association in the Woolworth Building.

The speaker of the afternoon was Dr. Paul N. Nystrom, Director of the Bureau of Merchandising Research of the International Magazine Company, who read a paper on "The relation of the public library to the private business library." He felt that the public library can promote interest in business literature to a marked degree, but that it is impossible for the public library to render the intimate special service for the particular concern that the business library performs without sacrificing something of the general public library values.

In the discussion which followed it was suggested that the public library act as a clearing house for the special library, and to make this effective more privileges were requested for the special librarian, such as access to stacks and extended telephone service. From the public library side it was suggested that a representative from each type of special library be located at the Central Public Library to take charge of this work, the expense to be borne by the special libraries.

Another suggestion was for the organiza-

tion of a catalog of the library resources of the city, so that the special librarian, by use of the telephone, could know at a moment's notice the material on her subject that the city contained and where it was located.

At the close of the discussion Mr. Lydenberg read two letters, one from the Mayor's Committee of Women on National Defense notifying the club of a course of lectures to be given in connection with Columbia University on training in war work, the other from the National War Savings Committee suggesting the formation of war savings societies.

The next meeting will be held March 14 at 3 p. m. in the United Engineering Societies Building with Harrison W. Craver and Alfred D. Flinn for the speakers.

ELEANOR ROPER, Secretary.

NEW YORK LIBRARY ASSOCIATION

The New York Library Association will hold its annual meeting this year at Lake Placid Club, Sept. 23-28. Rates for members will be \$3.50 a day or with private bath \$4 in the smallest rooms. For larger rooms there is 50c. increase for each larger size, or one-half the regular increase. Detailed floor plans and rates can be had from the club. No charge will be made for such means of recreation as boats, bath cabins, golf, tennis, etc. These will at once be recognized as much below usual rates and are made possible only thru the personal interest of Melvil Dewey, president of Lake Placid Club.

Mr. Dewey as the first president of the New York Library Association served for three years and is at present one of its seven honorary members.

Lake Placid Club is famous not only for its natural beauties but also as a gathering place for librarians. Our association has held seven of its annual meetings there. It is the place where "Library Week" had its beginning seventeen years ago. Librarians not only of this state but thruout the United States and Canada know of its charms and will welcome this opportunity to see it again or come for the first time.

Future announcements will give more details regarding rooming plans. This will be the largest meeting in the history of the association. Make your plans now to attend.

WILLIAM F. YUST, President.

SPECIAL LIBRARIES ASSOCIATION—EASTERN DIVISION

The meeting of the eastern division of the Special Libraries Association, held in Boston the evening of Feb. 8, was called to order by

the secretary-treasurer of the association, in the College of Business Administration building, Boston.

The first speaker was William U. Swan, for 25 years with the Associated Press. "News gathering in war-time" was his topic and he told his audience of the excellent work of the Associated Press and of the army of correspondents scattered thruout the field of war. His address in full is in *Special Libraries* for March.

Prof. Harry B. Center, head of the journalism department at Boston University and formerly night editor of the *Boston Post*, with which he was associated for 15 years, spoke of the tremendous change in the reading of the American public since the beginning of war. He also spoke of the fact that the coming generation will be unable to read the accounts of this war in the newspapers for, if what chemists say is true, the papers cannot be preserved longer than fifteen years.

Ansel B. Clark, in charge of the Boston office of the Bureau of Foreign and Domestic Commerce, spoke on "Foreign trade in war-time" and especially emphasized the merchant marine of America, which he predicts will soon be second to none.

"Industries in war-time" was the theme of Ernest L. Little, of the industrial service department, Merchants National Bank, in which he traced the position of industries at the present day. The addresses of both Mr. Little and Mr. Clark are to appear in full in the *Alpha Kappa Psi Diary* for March.

The speaker on "Education in war-time" was unable to be present but sent word that he would have an outline of his lecture mimeographed and sent to those who requested it.

G. W. Lee made brief mention of the sponsorship scheme now being tried out in the Commonwealth.

The editor of *Special Libraries*, who was to talk on "Library service in war-time," said a few words on the subject but did not take the topic up in detail owing to the lateness of the hour.

The attendance was excellent, the speakers interesting, and those present voted it one of the best meetings ever held.

RALPH L. POWER.

KANSAS DISTRICT CONFERENCE

A conference of librarians and trustees from Central and Southwestern Kansas was held at Hutchinson, Jan. 25.

No officers were elected. Meetings were very informal and much time was devoted to discussion of individual library problems.

Mrs. F. D. Wolcott, president of the Hutchinson Library board, conducted the meetings.

Mrs. W. Y. Morgan, of the Hutchinson Library board, opened the first session with a brief address of welcome, to which Julius Lucht, librarian of the Wichita Public Library, responded. Mrs. L. S. Trotter of the Wichita Public Library board delivered an inspirational address on "The duties and responsibilities of the library trustee." This was followed by a lively discussion by trustees and librarians.

Luncheon was served in the High School dining room by the girls of the domestic science classes.

An afternoon session was held in the High School Library. This is one of the largest high school libraries in the state, and contains many valuable reference works, which librarians were glad to have an opportunity to examine. Superintendent Hall told of "Reference books most valuable in the high school library," and Mr. Lucht followed with a talk on "Reference books most valuable in the public library."

The library at the State Reformatory was visited. Mr. Coffin, superintendent of schools at the reformatory, is in charge of the library work. Under his direction the boys have made book cases and tables and fitted up a large, attractive reading room. The work of the boys in resewing and rebinding books was watched with much interest. Magazines and books are rebound and made to give the utmost service.

The conference was concluded by an address on "Library work in army camps" by W. H. Kerr, who has charge of the library work at Camp Funston. Many questions concerning the book needs of the men were answered. A continuation of the work of collecting books along technical lines was urged.

Many of the librarians and trustees remained for the concert by Mme. Schumann-Heink in the evening.

IDA DAY.

NEW YORK HIGH SCHOOL LIBRARIANS ASSOCIATION

The December meeting of New York High School Librarians Association was held on the twelfth at Washington Irving High School. Dr. Allan Abbott of Columbia University addressed the association on the subject of Americanization. Dr. Abbott spoke of the opportunity and duty of English teachers and librarians to present patriotism to their students. Various methods of arousing patriotism were suggested and helpful literature was discussed.

ELIZABETH B. MCKNIGHT, Secy.

NEW YORK HIGH SCHOOL LIBRARIANS ASSOCIATION

The regular meeting of the New York High School Librarians' Association, was held at Washington Irving High School on Feb. 13.

The following officers were elected for the ensuing year: President: Sarah Annett, Washington Irving High School; vice president: S. Ridley Parker, Boys High School; secretary and treasurer: Katharine M. Christopher, Julia Richman High School.

Mary Frank, of the New York Travelling Library, gave an interesting talk on the various phases of the work of her department.

KATHARINE M. CHRISTOPHER, Secretary.

CHICAGO LIBRARY CLUB

The Chicago Library Club entertained its members and their friends on Jan. 10th at a delightfully informal affair, called a "birthday party" in honor of its twenty-fifth anniversary. The company gathered in the gallery of the Old Masters at the Art Institute. Entertainment and amusement sufficient for the entire evening were found in looking at the highly original costumes and emblems that were worn, and in trying to guess what books were being represented thereby. Mr. Skarstedt and Mr. Deveneau, of the library publicity committee of the Food Administration, spoke briefly in behalf of the Food Conservation Show in progress at the Coliseum. At the close of the evening a short tour of some of the new galleries was made.

The club assembled for its February meeting on Thursday evening, the seventh, in the club room of the Art Institute, where a brief talk was made by Burrage Butler, who has charge of the reserve war work among boys, especially on farms. As the capacity of the club room was not sufficient for the large audience which had gathered, adjournment was made to Fullerton Hall, where Prof. William Lyon Phelps, of Yale, gave an account of some of his literary pilgrimages in England. Prof. Phelps said that his journeys had none of the adventures of the pioneer about them, but were undertaken with the idea of going to places made interesting by human associations. Starting from Plymouth, he visited many famous localities in Devonshire, including Robert Herrick's Priory and the Lorna Doone country. This was only the beginning of his delightful pilgrimages, which he recounted and made vivid and long-to-be-remembered by anecdotes and illustrations. In closing his lecture, Mr. Phelps told about seeing and talking with some of the famous literary people now living in England.

JANET M. GREEN, Secretary.

Library Schools

NEW YORK STATE LIBRARY SCHOOL

Field practice will begin March 4 and continue thruout nearly the entire month. Regular school exercises will be suspended until after the library trip in the first week of April. Most of the students will go into libraries of New York state, but the range of practice this year extends from Brookline to Ann Arbor and as far south as Washington. Five or six will get practice in special libraries or technical departments; four will do organizing, under the general direction of the Educational Extension Division, at Oneonta, N. Y., Delaware Academy (Delhi, N. Y.) and Washington Academy (Salem, N. Y.).

Visits have been paid to the Rensselaer Polytechnic Institute Library and the general and research libraries of the General Electric Co. at Schenectady, N. Y. These visits were a part of the course in "Business Libraries." The study of correspondence files which forms part of the course will mainly come in April.

Miss Sanderson has been assisting Miss Webster in reorganizing the Delmar (N. Y.) Free Public Library.

SUMMER SESSION

The summer session will, as is usual in even years, be divided into two parts of three weeks each. The first part will again be devoted to reference work in its broad sense, with Mr. Wyer, Mr. Biscoe and Mr. Walter as chief instructors. Miss Hawkins and Miss Fellows will conduct the second part of the course, which will deal with classification and dictionary cataloging in its various phases.

An opportunity will be given to spend one or two days at the conference of the American Library Association which will meet at Saratoga, July 1-6. The opening date of the first part of the course will be June 5. The second part of the course will begin June 26 and will close either on July 17 or July 19.

Tuition is free for librarians or library assistants in New York state. The charges to librarians from other states are \$10 for each half of the course.

More detailed information may be obtained by addressing The Registrar, New York State Library School, Albany, N. Y.

FRANK K. WALTER.

PRATT INSTITUTE SCHOOL OF LIBRARY SCIENCE

Out of deference to Mr. Hoover, the annual mid-winter entertainment of the Graduates' Association took the form this year of

a tea instead of the customary luncheon. This was held on Thursday afternoon, January 31st, at the Cosmopolitan Club in New York. It was preceded by a business meeting at which the following officers for the ensuing year were elected: President, Harriet B. Gooch of the Library School faculty; vice-president, Julia F. Carter; secretary, Mr. Frank Place, Jr.; treasurer, Genevieve O. Reilly. The association voted to accept a gift of \$35 from the class of 1895 as the nucleus for a fund to be loaned to the students of the school to enable them to take advantage of the educative and recreative opportunities of New York, or to supplement their resources in any way that would be to their advantage. Several personal pledges were at once made to increase the fund, and members of various classes, while unable to pledge their own class organization, promised to bring the matter up and hoped that action would follow. Prof. Frank Aydelotte, of the Massachusetts Institute of Technology, gave an address on professional ideals, and was followed by the Vice-Director, who spoke briefly on the war service rendered by libraries and library school graduates. There were about 80 present and the innovation was voted a success.

The class of 1918 gave a party at the Women's Club on Saturday evening, Feb. 2. A comical catalog of the class and staff furnished much amusement and the evening ended with a candy pull, the product of which was sent to Mary Martin, the Women's Club representative in France.

The director of the school, Mr. Stevens, has been in charge of the library at Camp Merritt during February.

The coal famine in New York has affected the school in several ways. The library has been closed every morning by way of conserving fuel, and the school recitations have been held in a class room on the ground floor of the Household Science and Arts Building, a situation to which all involved have adjusted themselves with a minimum of friction. It has been the practice for some years for the students to work in the branches of the Brooklyn Public Library on alternate Friday afternoons and evenings during the second term, but the closing of many of the branch libraries and the use of others as class rooms by the public schools has very much curtailed this opportunity. Another deprivation is that of the opportunity of visiting Washington this year, a trip up the Hudson and thru Central New York being planned instead.

The visiting lecturers during January took up various phases of children's work. The administration of the children's room and the children's department was given by Clara W. Hunt, story-telling by Anna C. Tyler, and the history of the movement of children's libraries and the selection of children's books by Annie Carroll Moore. This was followed in February by the presentation of the administration of branch libraries (in two lectures) by Mary Casamajor, librarian of the Bedford branch of the Brooklyn Public Library. W. O. Carson, Inspector of Public Libraries of Ontario, spoke on Feb. 26 on the administrative problems of the small library. Mary L. Titcomb, librarian of the Washington County Free Library at Hagerstown, Md., was in town on Jan. 29 and very kindly stayed over a train in order to talk to the class about what the public library can do to stimulate patriotism and an understanding of the problems of the war.

JOSEPHINE A. RATHBONE, *Vice-Director.*

LIBRARY SCHOOL OF THE UNIVERSITY OF WISCONSIN

Class work was resumed after the holiday vacation on Jan. 3, when a war tea was given by the faculty in the foyer of the school. As many of the students had visited libraries, bookstores, publishing houses, printing plants, or art galleries during their vacation, informal accounts of these visits added to the interest of the afternoon.

In connection with the work in publicity, Prof. W. G. Bleyer of the School of Journalism gave two lectures on "Newspaper publicity for libraries." Miss Bascom assigned as the last book selection problem of the semester a choice of several groups of books requiring each student to present copy (including head lines) for a newspaper article. The books in groups so treated were Modern poetry, Literary lives, Personal war narratives, Lives of leaders from the Middle West and Americans by adoption. Prof. O. J. Campbell of the Department of English gave an illuminating lecture on "Foreign fiction" in the book selection course.

The lectures and discussions in current events emphasized war service in various phases, as follows: "Civilian relief of the Red Cross" by Prof. J. L. Gillin, of the Department of Sociology, who has been granted leave of absence for the second semester to assist in the organization of civilian relief in the Chicago district. "Camp libraries" were described by Dr. Dudgeon, and "Food conservation" by Miss Marlatt.

Final examinations marked the last formal

class appointments for the semester. Instructions for the field work, and general preparations for it received due consideration, in order that it should become an integral part of the course. Field practice began Feb. 4, a day that gave the students a taste of pioneer life, as it proved to be the stormiest day in a winter unprecedented for its cold and snow. The members of the faculty spend much of February and March in their annual visits among the libraries of the state, supervising also the work of the students in their various appointments. Thirty-six libraries are receiving students for the two months.

MARY EMOGENE HAZELTINE, *Preceptor.*

SIMMONS COLLEGE—SCHOOL OF LIBRARY SCIENCE

An important change has been authorized by the Corporation in the conditions for the graduation of the group of those from other colleges who carry our one year course in the Library school.

Heretofore our B.S. degree has not been granted to them until a year of practical experience has followed their year of study in residence; but, beginning with June, 1918, the degree will be conferred at the end of the year in residence, provided all other conditions of graduation shall have been met.

This has been made possible, as henceforth the one year curriculum will be identical with the technical portion of the four year program.

To co-operate with the fuel administration the college substituted Saturday classes for those of Mondays, thus saving half a day's heating a week, but actual coal shortage compelled further closing Feb. 7-11 inclusive. At the time of writing it is hoped no further interruption will occur, but adjustments are being planned to minimize any loss of time, if such is unavoidable.

JUNE RICHARDSON DONNELLY.

CARNEGIE LIBRARY SCHOOL

The school opened for the winter term, January 2, 1918. Outside lecturers have been Dr. William M. Davidson, superintendent of schools, Pittsburgh, Pa., who spoke to the class upon "The correlation between libraries and public schools," "State supervision of school libraries," "Instruction of rural school teachers," "Book selection," and "Book lists" were the subjects of four lectures by Martha Wilson, librarian of the Woodland branch of the Cleveland Public Library. Mrs. Edna Lyman Scott lectured upon "The state supervision of children's work in the Iowa Library

Commission," and upon "The inspirational influences of reading."

SARAH C. N. BOGLE, *Principal*.

CALIFORNIA STATE LIBRARY SCHOOL

The work of the second term of the class of 1917-1918 began Jan. 7. Several new courses have been taken up as regular second term work: Book selection; Subject heading work; Law reference work; High school libraries; School library service; and Indexing. In connection with the lectures on indexing, each student devotes two hours a week during the term to indexing a periodical of local interest not listed in the published periodical indexes. In the course on school library service the point emphasized is the co-operation between rural schools and county libraries, working under the California county free library law.

On Jan. 23, Robert Rea, librarian of the San Francisco Public Library, gave two talks before the class on "Book selection," and "Choice of editions."

At the January meeting of the State Board of Education a resolution was passed whereby the California State Library School was accredited by the State Board of Education to recommend to county, or city and county, boards of education individuals for secondary special certificates in library craft, technique and use. According to an amendment to the state law, passed by the 1917 legislature, a librarian employed for more than two hours each day, in any high school, must hold a high school teachers' certificate, or the special certificate mentioned above. Thus the accreditation of the Library School ensures for each graduate the credential which renders her eligible to a position as high school librarian in California.

MILTON J. FERGUSON.

UNIVERSITY OF WASHINGTON LIBRARY SCHOOL

W. E. Henry, Director of the Library School, is at Camp Fremont, Palo Alto, California, having been appointed by the War Service Committee of the A. L. A. to supervise the construction and organization of the Camp Library. The course of lectures on library work with children given by Gertrude E. Andrus and the series of general lectures on library subjects by various librarians, which are regularly scheduled for the third quarter, have been moved forward into the second quarter to take the place of Mr. Henry's classes which will be resumed next quarter.

A large delegation from the library school

attended the mid-winter meeting of the Puget Sound Library Club at Camp Lewis, American Lake, Wash., Dec. 28. A great deal of enthusiasm was aroused over a paper by Judson T. Jennings on the construction of the Camp Library, which was erected under his supervision. An equally inspiring talk was given by the librarian in charge, Edward E. Ruby, on the wonderful opportunities in library work with soldiers.

Mabel Zoe Wilson of the Bellingham State Normal School Library gave a stimulating talk, Feb. 7, on the opportunities and possibilities of library work in normal schools.

CHARLES W. SMITH.

LOS ANGELES LIBRARY SCHOOL

A number of special lectures varied the routine of January class work. The event of the month was an address by Dr. Bostwick on "Some lost arts of librarianship." Invitations to hear Dr. Bostwick were extended to librarians in and around Los Angeles and the lecture room was filled. Following the talk coffee was served and the visitors were given an all too brief opportunity to chat with Dr. Bostwick before he was whisked away to visit branches and catch an early train. As an introduction to a series of lectures on social betterment activities Katherine Woodhead talked to the school on the work of the International Institute and the foreign problem in Los Angeles. Miss Haines' course in publishing houses was concluded by Albert Read in an interesting informal talk on the university presses of England and America. The school attended a very helpful lecture on girls' clubs and methods of conducting them, given by Miss Alice Moore under the auspices of the Y. W. C. A.

Arnie McPherron, 1917, was married in New York City on Dec. 24 to Glenn Leaf just before his departure for Europe in the American Ambulance Service. Mrs. Leaf has returned to her position in the Los Angeles Public Library.

THEODORA R. BREWITT, *Principal*.

BOSTON UNIVERSITY—LIBRARY COURSE

The second term began Jan. 28, and special lecturers since that time have been: J. Morton De Wolfe of De Wolfe and Fiske, The Archway Bookstore, on "Book selection"; Charles F. D. Belden, librarian of Boston Public Library and chairman of the Massachusetts Public Library Commission, on "State libraries," in which he traced the development of state libraries and legislative reference work; George Parker Winship, Widener li-

brarian, Harvard University, on "The library and the collector." G. W. Lee, librarian of Stone and Webster, conducted a round table on special library problems. From the college faculty: Prof. Harold Whitehead, author of "Principles of salesmanship," gave a talk on "Selling your services in the library."

The classes attended the meeting of the Special Libraries Association, eastern section, on Feb. 8.

RALPH L. POWER.

Librarians

AYER, Thomas P., Illinois 1913-14, has resigned from the staff of the Reading Room of the Library of Congress, and has accepted the position of assistant librarian of the Federal Trade Commission, Washington, D. C.

BADGER, Evelyn J., Pratt 1916, assistant in the Public Library at Cedar Rapids, Iowa, has accepted a position in the order department of the Public Library at Portland, Ore.

BOMGARDNER, Esther, California State Library School 1915, has accepted the position of librarian in the National City (Calif.) High School Library.

CLOUDSLEY, W. F., librarian emeritus of the Stockton Free Public Library, died Nov. 17, 1917, in Stockton, California. In his death the library has suffered a great loss. Formal resolutions on his death were adopted by the board of trustees at its last monthly meeting Jan. 9. Mr. Cloudsley was a pioneer in library work, having been appointed librarian in 1883 when the library was a small institution of 4698 volumes. It now contains 80,000 volumes and has an annual circulation of 200,000. Due to his unceasing efforts the library has extended its services to the entire county of Stockton, branches having been opened in every section with small supplies on hand and the resources of the large library as their reserve. Except from 1885 to 1887 Mr. Cloudsley continued in service from his appointment in 1883 until last July, when he was made librarian emeritus.

DEXTER, Elizabeth H., Carnegie 1913, has been made high school assistant, schools division, Carnegie Library of Pittsburgh.

DOTY, George L., Illinois 1917-18, is camp librarian at Camp McClellan, Ala.

DUTCHER, Harriet S., Pratt 1913, has been made reference librarian of the Public Library at Duluth, Minn.

DYE, Eleanor M., New York State Library School 1911-12, has resigned as children's librarian of the Sandusky, Ohio, Public Library to accept a similar position at the Bowen branch of the Detroit Public Library.

FENSOM, Vena, Riverside Library Service School Long course 1915-16, is employed at the Los Angeles Retail Merchants' Credit Association, Los Angeles, Calif.

FINNEY, Berenice Jean, Carnegie 1914, has resigned her position as assistant to the supervisor of work with schools, Public Library of the District of Columbia, Washington, to accept a position in the Signal Corps of the War Bureau, Washington, D. C.

GJELSNESS, Rudolph, Illinois, 1917-18, has enlisted and been assigned to the School of Aviation at Jefferson Barracks, Mo.

GLASS, Jessie J., Illinois 1916-17, has resigned her position on the staff of the University of Nebraska Library to accept the librarianship of the Omaha (Neb.) High School of Commerce.

GRIFFIN, Glenn F., Illinois 1917-18, is camp librarian at Camp Shelby, Miss.

HART, Mrs. Gertrude L., librarian of the Durham (Ct.) Public Library since 1894, died on Jan. 16 of this year. She built up the library from a group of two hundred volumes to a well-balanced collection of over 6200 volumes. Of her Miss Hewins writes: "A country librarian, working for nearly a quarter of a century without training, but alive to the best interests of her community and most of the time without salary, but declining half of what was at last allotted her, she belonged to a type that is fast disappearing and is worthy of notice."

KAERCHER, Frances, New York Public Library School 1913-1915, has been elected librarian of the Pottsville (Pa.) Free Public Library to succeed Flora B. Roberts. She has declined the election because of home responsibilities.

KAYSER, Vera W., Riverside Library Service School Winter school 1917, has been employed at the Cheyenne (Wy.) Carnegie Library.

KLAERNER, Charles, state librarian of Texas, has resigned, his resignation to take effect Aug. 1.

LIDLAW, Elizabeth, Illinois 1904-1906, formerly librarian at Bradley Polytechnic Insti-

tute of Peoria, has accepted a position in the catalog department of the University of Illinois Library.

McELROY, Mildred, Illinois 1914-17, has resigned her position in the catalog department of the University of Illinois Library to accept one in the Ohio State Library at Columbus.

MEISEL, Max, B.L.S. New York State Library School 1916, has gone to Camp Custer, Battle Creek, Mich., as assistant camp librarian.

MORGAN, Helen H., Pratt 1915, who resigned from the Public Library of Cincinnati some months ago, has accepted a position as cataloger at the Hispanic Museum.

NEWTON, Lesley, Carnegie 1913, has been made children's librarian of the Lawrenceville branch, Carnegie Library of Pittsburgh.

NICHOLS, Gladys, Illinois 1914-15, has accepted the librarianship of the Dover (Ohio) Public Library.

NIXON, Elizabeth, Carnegie 1913, formerly in charge of the book department, Y. W. C. A., New York City, has been appointed head worker in the Pottsville Mission, Pottsville, Pa.

NOEL, Jacqueline, Pratt 1913, reference assistant in the Public Library at Tacoma, Wash., has gone as first assistant in the circulation department of the Portland (Ore.) Public Library.

PENDELTON, Amana, Carnegie 1904, has accepted the position of head of the children's department of the Rosenberg Library, Galveston, Texas.

PHILLIPS, Richard, for thirty-five years on the staff of the Public Libraries of Birmingham, Eng., and for a number of years in charge of the Central Lending Library, died Oct. 29, 1917.

PRICE, Phyllis, Carnegie 1913, has resigned her position as cataloger of the Library of the Academy of the New Church, Bryn Athyn, Pa., to become index and catalog clerk, Signal Corps, Washington, D. C.

RICHARDS, John, Washington 1916, has been appointed librarian of the Camp Fremont library at Palo Alto, California.

SAMPSON, Francis Asbury, secretary of the State Historical Society of Missouri from 1901 to 1915 and bibliographer of the society from 1916 until his death, passed away Feb. 4, 1918, of pneumonia, in Parker Memorial Hos-

pital, Columbia, Mo. He was 76 years of age. He spent 46 years all told collecting Missouriiana. His private collection, which he gave to the society in 1901 when he became its secretary, consisted of 1886 volumes and 14,280 pamphlets. With this collection as a nucleus, he accumulated a library of 60,000 titles for the society. It is the best collection of Missouriiana in existence and contains many items which cannot be found anywhere else. Mr. Sampson was interested also in natural history, especially in crinoids. The Sampson collection of crinoids in the Museum of the University of Chicago was made by him. He was influential in founding the Public Library at Sedalia, Mo., where he lived from 1869 to 1901. He was editor of the *Missouri Historical Review*, 1906 to 1915, and was a frequent contributor to its pages. His published writings are largely bibliographical compilations. He was a member of the American Historical Association and of the Mississippi Valley Historical Association.

SAYER, Helen, Pratt 1911, has been appointed assistant in the library of the Rockefeller Foundation.

STARKEY, Grace M., Carnegie 1911, has resigned her position as assistant in the children's department of the Carnegie Library, Pittsburgh, to become clerk in the Sterret School, Pittsburgh, Pa.

TILTON, Asa C., has just been appointed librarian of the war collections of the University of Wisconsin and the Wisconsin Historical Society.

VOGE, A. Law, reference librarian of the Mechanics' Institute, San Francisco, has received a commission as captain with a regiment of engineers and expects within a month to be serving at the front in France.

WARD, Annette P., Pratt 1904, reference librarian at Oberlin College, is in charge of the preparation of books for use at Camp Sherman, Chillicothe, Ohio.

WESTON, Jessie B., Illinois B. L. S. 1917, has resigned from the University of Illinois Library staff to take charge of the apprentice class in the Milwaukee Public Library.

WRAY, Elizabeth, Pratt 1903, who has been for some years in charge of the circulation department of the Montague branch of the Brooklyn Public Library, has accepted a position as librarian with Ivy Lee, who is in charge of the publicity work for the Rockefeller Foundation.

THE LIBRARY WORLD

New England

NEW HAMPSHIRE

Concord. William M. Chase, associate justice of the New Hampshire Supreme Court from 1891 to 1907, died in his home here Feb. 3. He was eighty years old. His son, Arthur H. Chase, is state librarian. Justice Chase had figured prominently in public activities aside from his work as a jurist. He was a member of the State Senate from 1909 to 1911, and was a trustee of Dartmouth College for many years. He was graduated from Dartmouth in 1858.

MASSACHUSETTS

Amherst. *Mass. Agric. Coll. L.* Charles R. Green, lbn. (Rpt.—yr. ending Nov. 30, 1917.) Accessions 3162; total 56,090. Circulation 8918, which takes no count of reserve shelf books lent over night. Receipts \$7363.50; expenditures \$7363.50, including \$1781.76 for books, \$2074.42 for periodicals, and \$1699.46 for binding.

Boston. In the annual report of the trustees of the Boston Public Library, recently presented to Mayor Peters, an appeal is made for an increased appropriation for the coming year, so that underpaid employees may be given wages necessary to meet the high cost of living. The trustees urge the need of giving to the library department at least three per cent of the total appropriable income of the city, in order that the income from certain trust funds created under the will of the late Josiah H. Benton may be made available for use. Unless at least three per cent. is given to the library this income cannot be touched. It is announced that a general survey of the library system is to be made. The librarians chosen are Edwin H. Anderson, director of the New York Public Library, and Arthur E. Bostwick, librarian of the St. Louis Public Library. These two will select a third member of the survey commission. Work will be started very soon.

Dalton. This town, which gave three times its quota to the library war fund and supports its library in every undertaking, is now planning to install a rather elaborate food exhibition in the Public Library. This exhibition will be illustrated in a practical way. A speaker from Boston has been secured and will bring breads made from the various flours and recipes. Recipes issued by the free Public Library Commission as well as some of

local origin will be distributed and thru the kindness of Mrs. Herbert Johnson, who purchased recipes in Boston, packets of these are to be for sale for the benefit of the Red Cross. Special bulletins will call attention to the different exhibits, and all books and magazines will be specially displayed.

Haverhill P. L. John G. Moulton, lbn. (Rpt.—1916.) Accessions 5215; volumes lost or withdrawn 853; total 108,000. New registration 1795; total 26,948 (estimated population July 1, 1916, 50,739). Circulation 202,059 volumes. Receipts \$24,262.66. Expenditures \$23,875.20, including \$9728.79 for salaries, \$4130 for books, \$878.09 for periodicals and \$1133.96 for binding. Recommendations for a new building or a fireproof addition were again made and plans for an addition roughly estimated to cost about \$80,000 were discussed. The library has a radiopticon and stereopticon and these with lantern slides which are supplied may be lent or used in the building. The library also has a valuable collection of books, pamphlets, maps and pictures about Haverhill and its people. Everything in print about the city is saved and arranged and cataloged for public use. Thru publicity the library is enabled to secure this material. About 65 notices regarding the library appeared in the newspaper, including weekly lists of new books, notices of exhibitions and general news. Postal notices on special topics were sent to those who might be interested. The printed bulletin of new books was distributed free at the library, schools and by mail. As a result of this advertising, 1795 new borrowers registered. A book fund of \$4750 was received by the bequest of Jonathan Eastman Pecker of Concord, N. H., in appreciation of the city's retaining the name of Pecker given to one of its streets and to a section known as Pecker Hill. The best books for helping foreigners learn English and become citizens were bought and efforts were made during the year to reach particularly the Italians and Greeks, who, next to the French Canadians, form the largest foreign element. The library has become the accepted meeting place for clubs and societies of a literary, educational, and public welfare nature. During the year 113 meetings were held by organizations of diverse natures.

West Medway. The Public Library has been moved to new quarters in the building

on Main street presented to the town by the heirs of Lydia Thayer. A thousand dollars was raised to repair and remodel the building for library purposes.

Westfield. Fifty years have witnessed many changes in the history of the Westfield Athenaeum, for it was fifty years ago last January that a modest little stone building known as the Westfield Athenaeum was opened on Main street. The Athenaeum was incorporated in March, 1864, erected in 1867 and thrown open to the public January 1, 1868. Thru the good will of the late Samuel Mather and Hiram Harrison the establishment of the institution was made possible. By a deed of Jan. 9, 1867, Mr. Harrison presented the land and building on Main Street to the Athenaeum. Shortly before 1864 Mr. Mather made it known that he intended laying aside \$10,000 for a library, and this contribution led to the formal incorporation of the Westfield Athenaeum. The first meeting of the incorporators, who were Samuel Mather, Hiram Harrison and Cutler Laflin, was held December 15, 1866. The next meeting was held December 18, and at these meetings officers with William G. Bates as first president were elected. Mr. Mather then delivered the \$10,000 in the form of United States bonds to the treasurer, Charles A. Jesup. In March, 1886, the town began voting the library the dog tax. In addition special appropriations were made yearly and last spring the sum was \$5500 in addition to the dog tax. In December of the same year a committee with the late Samuel Fowler as chairman began to solicit money for books and \$10,000 was obtained. Originally a fee of \$2 a year was required by the directors for full privileges of the library. Members were permitted to take two books at a time to be kept for two weeks. In May, 1895, the library was made free and the library committee, which is still in existence, was given complete authority in the matter of books and periodical purchasing. The old building was used until March, 1899, when the present structure at the corner of Court and Elm Streets was dedicated. This building was erected about eighty years ago and was the residence of Squire James Fowler. Settled in these quarters only nineteen years the directors of the library are already outlining plans for a new and spacious building to be erected thru the interest of the late Milton B. Whitney, who left \$80,000 to the library two years ago to be held in trust for five years, at the expiration of which time

the fund is to be used for a new building. By 1920 the \$80,000 will probably have reached \$100,000. J. C. Greenough and H. N. Kingsbury, president and secretary of the library board of the Westfield Athenaeum, have been appointed a committee to secure from the legislature a new charter which will make it possible to follow the conditions of Whitney's will providing a new home for the library. A similar committee is arranging for the adjustment of certain details with the town. Beyond the preparation of plans, specifications, and general data, no start will be made on the building this year.

CONNECTICUT

Durham. The death of Mrs. Gertrude Hart, public librarian since 1896, recalls the early history of the library, which was established in November, 1894. Mary J. Camp was chosen first librarian, with Mrs. Hart and Mary L. Jackson as assistants. The books were kept in a small book-case in the Town Hall for three years, when the growth of the library made necessary a removal to the upper room of the Durham Centre school-house, then the Lodge Room of the Knights of Homer. During the celebration of the Bi-Centennial of the town of Durham, in 1899, the need of a library building was emphasized. The gift of a plot of ground by Mrs. Charles Green Rockwood, and subscriptions, large and small, from the people of the town, former residents and friends, made possible the erection of a substantial and convenient building. The corner-stone was laid in the fall of 1901, and the completed building was accepted by the town in August, 1902. In July, 1913, Charles Green Rockwood, a summer resident, bequeathed \$5000 to the library, the income to be used for the payment of a salary to the librarian, the first compensation ever offered. The board fixed the salary of the librarian at \$200, and Mrs. Hart, with her usual disregard of self, assigned one half of the salary to be divided among her assistants. It is interesting to note that the first circulating library in the colony was organized here in 1731, with the title of The Book Company of Durham.

Middle Atlantic

NEW YORK

Albany. The New York State Library has been co-operating with those in charge of the campaign to increase the membership of the Chamber of Commerce to 1500. A "Chamber of Commerce Library" was established at the State Library in January, which was of con-

venience to many citizens interested in the development of cities, as it can be done thru a bigger Chamber of Commerce. Many persons were surprised to find so much literature on modern civics. The books were grouped for display in a bookcase opposite the door of the general reading room of the State Library.

Buffalo. The trustees of the Grosvenor Library have received from the Cathedral chapter of the diocese of Western New York as a permanent loan the library of the late Bishop Coxe, formerly Episcopal bishop of this diocese. The collection has been kept intact and will be at all times available for use by the public, as soon as it has been cataloged.

Buffalo. The Public Library will open a library depository in the vicinity of the junction of Genesee and Parade. Thru the generosity of the Columbia Turn Verein, the Public Library has been given the use of a store at 1261 Genesee street, in the new building of that association, rent free until July 1 next. The library will install temporary furniture and cases and make a deposit of several hundred books for general circulation in this neighborhood. The Columbia Turn Verein has agreed to supply volunteer workers. It is planned to keep this library open three evenings a week, and possibly one or more afternoons.

New York City. The Board of Education has passed upon the erection of two new school buildings, one in Brooklyn and the other in The Bronx. Special provision for a library is made in each.

Sayville. The Public Library has been presented with the deed to a building lot, 75 x 125 feet in size, on Gillette avenue, as a site for a building, and is given five years in which to erect "a substantial structure."

Syracuse. The new West Genesee branch of the Syracuse Public Library has been opened within a few days in the parish house of St. Mark's Church, St. Mark's square, and will remain there until the new Porter School building is completed, when it is expected the branch will be transferred to quarters provided in the new building. The branch will be conducted by Ellen Buckley, who had charge of the branch in the school building burned two years ago.

West Winfield. The Public Library has been reorganized under the direction of Anna R. Phelps, state library organizer, and a simpler classification adopted.

PENNSYLVANIA

Philadelphia F. L. John Ashhurst, lbn. (Rpt.—1916.) Accessions 53,995; discarded 33,062; total 515,925 volumes. New registration 58,212; total 167,652; population according to census of 1910, 1,549,008. Circulation 2,767,310. Income \$354,747.41. Expenditures \$306,838.98, including \$48,496.21 for books and periodicals, \$17,802.83 for binding and \$189,711.37 for salaries. Plans for the new main building were adopted, the contract let, and ground broken for its erection, but actual construction was delayed. As a memorial to her father, Thomas B. Shriver, Mrs. George Frederick Klemm presented to the library the sum of \$2000, the interest of which is to be used for embossed books for the blind. Special bookplates will be used in all books purchased from this fund. The children's department commenced during the year to co-operate with the schools in order that children may use the library more intelligently. With the co-operation of teachers of continuation classes in elementary schools, members of the staff of the children's department delivered to boys and girls already in business, short talks on books as a means of self-help and advancement. A model children's room was part of the Free Library's exhibit at the "Philadelphia To-day and To-morrow Civic Exposition" held at the Philadelphia Museums May 15 to June 10, 1916. The department is now preparing a classified index list of all the social and municipal agencies dealing with children in Philadelphia. Two new branch buildings were opened to the public, the McPherson Square branch and the Nicetown branch, and the Logan branch building was begun. Plans for the Kingsessing branch, the twenty-second Carnegie branch, were also drawn during the year.

South Atlantic

DISTRICT COLUMBIA

Washington P. L. George F. Bowerman, lbn. (Rpt.—yr. ending June 30, 1917.) Accessions 20,300; withdrawn 9018; total 196,418 volumes. New registration 16,870; total 51,115 (estimated population 380,000). Circulation 888,053. Income \$87,548.04. Expenditures \$86,542.63, including \$12,309.39 for books, \$1254.85 for periodicals, \$4548 for binding and \$50,243 for salaries. The report gives an account of the proposed plans for the construction of six branch libraries in the more thickly settled parts of the District, and the proposal that in 34 schools small branches should be installed, where the present population would not justify the erection

of a separate building. The report also includes a table showing municipal library expenditures and circulation per capita, for 1916 and 1917, in 33 American cities.

East North Central

OHIO

Chillicothe P. L. Burton E. Stevenson, lbn. (Rpt.—1917.) Accessions 3355 volumes. Circulation 94,019 volumes. Receipts \$4812.86. Expenditures \$5312.83, a deficit of \$499.97, include \$2724.10 for salaries, \$119.96 for binding, \$1675.91 for books, and \$251.04 for magazines. The library was in the main occupied with the establishment of the proper library service at Camp Sherman. Much hearty co-operation was rendered by the members of the library staff and the Board of Education. As a result the camp library now has by far the most complete and well-developed library system of any of the national cantonments. Nearly 18,000 books have been thus far prepared for the shelves, and magazines by the ton have already been delivered. Three new county branches were opened, in Green Township, Richmondale and Adelphi, now making a total of nine for the county.

Marietta. The Public Library has been moved from the Marietta High School building to the new library building on Capitolium Square, corner Fifth and Washington streets.

Chicago. The Chicago Theological Seminary, affiliated with the University of Chicago, has completed plans for a new group of buildings. These will house the offices, social center, dormitory, library, assembly hall and president's home.

WISCONSIN

Madison F. L. Mary A. Smith, lbn. (Rpt.—yr. ending June 30, 1917.) Accessions 4723; volumes withdrawn 2410; total 38,802. New registration 2682; total 16,073 (population according to census of 1910, 25,531.) Circulation 195,018 volumes. Receipts \$17,474.57. Expenditures \$17,474.57, including \$2004.43 for books, \$773.17 for periodicals, \$7468.05 for salaries. The librarian gave talks on the library to night classes in English at the high school resulting in a number of new registrations at the library. The largest use of the building ever made for meeting purposes was during this year when 256 meetings of various organizations were held in the assembly rooms.

East South Central

TENNESSEE

Memphis. Cossitt L. The 1917 report of Charles D. Johnston, the librarian, shows that 560,577 books were issued for home use from the library, its nine branches and thru the schools of the city, a gain of 55,794 volumes over 1916, or an increase of nine per cent. The report shows also a classroom use of 137,856 volumes in the city schools. Additions to the library during 1917 were 10,278 volumes, making a total of 141,232 volumes in the library system. There are 21,532 registered borrowers from the library, and many others not registered, who are using library books thru the schools and other agencies.

West South Central

LOUISIANA

Shreveport. Teachers, students, and friends of the Negro High School here are working to build up a suitable library for the school and are soliciting donations of suitable volumes.

Pacific

CALIFORNIA

Berkeley. The library of George Holmes Howison, the late philosopher, has been presented to the University of California by his widow, Mrs. Lois T. Howison. The gift is in memory of Professor Howison's quarter of a century of service as Mills professor of intellectual and moral philosophy and civil polity in the University of California. The twelve hundred volumes of the collection have been installed in a room in the new library building.

Fresno. No work further than the completion of plans, will be started on Fresno's proposed civic center, east of the court house, until after the war. The proposed new library building would be one feature of this civic center.

Long Beach P. L. Zaidee Brown, lbn. (Rpt.—yr. ending June, 1917.) Accessions, 5437 volumes; withdrawn, 859; total 45,397. Circulation, 340,824 volumes. Receipts, \$29,678.49. Expenditures, \$25,745.69 including \$4206.98 for books, \$799.23 for periodicals, \$1343.75 for binding and \$14,285.97 for salaries. The Burnett branch and the Zaferia branch were opened during the year. Both are open but two afternoons a week. A series of lectures on gardening was given in the spring by two members of the high school faculty. Once a fortnight in the club-

room of the library Miss Kate Foley of the State Library teaches reading with the fingers to the blind and to those who cannot read ordinary print. If a person is unable to come to the library, Miss Foley goes to the house. During the last two years, twenty-four people in the city have been taught by Miss Foley to read print for the blind. Many interesting art and historical exhibits were given in the art gallery during the year. Many pictures and relics for a historical exhibit with cases for their display were loaned by the Los Angeles Public Library, but perhaps the most interesting part of the exhibit was the collection of papers and pictures connected with early days in Long Beach. These papers and pictures were secured from pioneer settlers by means of circular letters. The exhibits of old-fashioned quilts and antiques held in August proved a very popular one.

Yolo. A new Carnegie library is to be erected at Yolo, \$3000 having been granted by the Carnegie Corporation for this purpose.

Canada

ONTARIO

Ottawa. For the third time, a site for the branch library it is proposed to erect in Hintonburg has been selected by the Public Library Board, which voted in November to exchange the property previously selected for that at the corner of Parkdale and Tyndale avenues, owned by the West End Glee Club. There was much discussion concerning the selection of a site, and deputations representing both the West End Glee Club and the Rosemount Avenue Methodist Church were heard. The opinion of W. J. Sykes, librarian, who had been requested to make a report, was that the property offered the board some time ago by the church people was the best, as it was advantageously located. He thought the old town hall site was less suitable, being too far out, while that owned by the Glee Club, he said, was still more unsuitable, being out of the region of shops, churches, and schools, on the south-west corner of the built-up part of the suburb. It remains to be seen whether the Board of Control and the City Council will ratify the transfer, which has chiefly resulted because of the action of these bodies in refusing the site first selected by the Library Board.

Toronto. A specially valuable collection of steel engravings collected by the late Thomas Grainger Wilson of the Wilson Munroe Company has been presented to the Toronto Pub-

lic Library Board in accordance with his will and thru the kindness of Mrs. Wilson. Except for Mr. Robertson's great collection of prints this is the most valuable gift the Public Library has received. They will be hung as a collection bearing the name "Grainger-Wilson" in accordance with Mr. Wilson's desire.

BRITISH COLUMBIA

Victoria. The Rotary Club recently had as the speaker Miss Helen Stewart, librarian of the Victoria Public Library. Her subject was "The value of the library to the community." Miss Stewart established a precedent in respect to the Victoria Rotary Club, in being the first woman to address one of their meetings. The big ambition of the library, she said, was to establish a university extension course; to become a recreational centre for old and young alike; and to be the workshop and laboratory of the city of Victoria. She reviewed the various departments of the institution, laying particular stress on the present usefulness of the children's department, and assuring her hearers that as business men they would probably be amazed at the amount of information in reference to their own activities that might be found in the library. The library, to be fully efficient in that way, however, needed a special business section, and she launched a veiled suggestion that, in that respect, there was scope for the service of the Rotary Club in providing for such a section.

MANITOBA

Winnipeg. Arrangements have been made by the Manitoba Provincial Library for the space to be occupied in the new parliament buildings into which the library is moving. The section immediately to the south of the legislative chamber on the second floor has been set apart for the main library, with adjacent rooms on each side for reading room and other rooms necessary for the staff. The main stack will be placed in the room underneath the chamber on the first floor, and there will also be room in the basement for the big files of bound newspapers and duplicate stock. The archives section and the office of the librarian will be across the hall from the main library. The library may be able to move to its new quarters before the end of the year. For reference purposes at least, the library is considered one of the best in Canada. In the reading room, which is second in importance to the library proper, all Manitoba newspapers, the leading magazines, reviews and periodicals of the world are kept

on file and are later bound and kept for reference. All Manitoba newspapers have also been bound from the first one, *The Nor' Wester*, published in 1859.

Foreign

ENGLAND

Coventry P. L. Ernest A. Savage, lbn. (Rpt.—yr. ending March 31, 1917.) Circulation 320,270. Income £4278 8s. 9d. Expenditures £4278 8s. 9d., including £1206 11s. 2d. for salaries, £264 16s. 10d. for newspapers and periodicals, £664 16s. 8d. for books and magazines and £190 14s. 5d. for binding. By an arrangement with the Coventry Chamber of Commerce the literature which is received by the Chamber from all over the world is handed over to the Reference Library, where it is filed for the use of the public. A system of interlibrary loans has been arranged with the Birmingham Library Committee by which any books, excepting those which are very valuable and those which are impossible to replace can be borrowed by the Coventry Library.

Croydon. According to a note in the *Reader's Index*, the work of the libraries, which declined during the opening days of the war, has now resumed its normal aspect. During the months of October and November 95,632 books were borrowed, the record number since the corresponding months in the year 1913. During the first year of the war the reading declined slightly, and declined still further in the second year, but since the third year there has been a continuous upward tendency to the present total, which is an increase of 19,649 upon the corresponding months of 1916. Moreover, the number of borrowers has increased from 18,941 in 1916 to 23,891 in 1917, which is the largest increase ever accorded. A further interesting fact is that after an upward tendency the percentage of the use of fiction has again fallen and is now 45 per cent. of the entire issue; that is to say, during these months 50,922 works which are commonly called "serious" were issued.

Liverpool. It is reported that the new commercial library established last year has proved a success. The average number of readers who have used the library for reference work has been 120 daily. Special visits of inspection have been paid by the chief librarian of Manchester, Glasgow, Newcastle, and Leeds, in which cities similar libraries

have also been started, and many inquiries have been received from all parts of the country for detailed information on the library's establishment and administration.

SCOTLAND

Aberdeen P. Ls. G. M. Fraser, lbn. (Rpt.—yr. ending Sept., 1917.) Accessions 2743 volumes and 236 pamphlets; withdrawn and lost 2438; total 83,124 volumes and 10,627 pamphlets. New registration 8788. Circulation 240,457. Income £3653 15s. 5d. Expenditure £4016 15s. 3d., a deficit of £363 19s. 10d. A glass case capable of accommodating four columns of print was placed in the lending department marked "Books of the month." Titles of noteworthy books (not all new ones), with annotations of rather more intimate character than is possible in a formal catalog entry, were shown, directing the attention of readers to helpful books that might otherwise have escaped notice. The arrangement proved most successful. The practice of having a short course of four lectures by the librarian on local history subjects was continued with marked success in the juvenile department. The arrangement of selecting 10 pupils from each of the 30 odd schools for each lecture worked admirably, and the library committee's essay competition on the subject of each lecture brought excellent results.

INDIA

A letter recently received from Madan Gopal Ahluwalia, one of the library students in the University at Lahore under Asa Don Dickinson and now assistant librarian in the Government of India Secretariat Library in Simla, gives some interesting information on Indian library matters. This Secretariat Library contains some 60,000 volumes, with 40,000 more at Delhi, and is said to be the richest in official publications in India. The library has its own system of classification, but is having separate subject and author card catalogs made to supplement its printed catalog. An "All India" library conference was planned to be held in January of this year in Lahore, where the opportunity to study a well-organized library was expected to be fruitful in results in other Indian libraries. Other students in the classes conducted by Mr. Dickinson are now working in the Punjab Public Library, Mission College, and D. A. V. College, which has gotten its new library building as planned by Mr. Dickinson.

LIBRARY WORK

Notes of developments in all branches of library activity, particularly as shown in current library literature

Boys' books

The school and the boy's books and reading. Walter Barnes. *Wilson Bull.*, Jan., 1918. p. 251-256.

For the purpose of this article, it is the average boy between the ages of twelve and sixteen, within whose own personality and experience the widely different characteristics of the boy-class are completely summed up, who is particularly considered here. All the preceding periods of boyhood's reading are but a preparation for the period under discussion. The boy to be prepared must have acquired such mastery of the mechanics of reading that reading is mechanically easy. He must have had some wide reading experience in and out of school in the children's classics of poetry, folk-tales, proverbs, fables, myths and legends and oriental wonder-stories—all the literary matter which is invaluable as a basis for the more complex and mature literature which the boy is now to assimilate. Third, out of the reading and study of the above types, a love for reading and the habit of reading for pleasure must have been acquired.

A well-equipped home library with an assortment of the choicest boys' books and the world's classics is the best place for the boy to read. It is more serviceable than a school library, and is an invaluable supplement to it. Here the books maintain an air of permanence and the reader feels at ease with them because they are his own. He can take them up and browse among them whenever he pleases.

In the matter of independent, out-of-school reading, plenty of the action to be found in history, fiction, epics and ballads is what the boy seeks in his books. He cares little if at all for descriptive matter. The characters of the books must be athletic, full of vim and vigor, not anemic. The style must be energetic. The setting of time and place must suggest stirring movement, heroic endeavor and physical prowess.

The tangling and untangling of plots is vexatious to the boy. He wants a simple, one-group plot. "The boy does not care to have his story a cross-section of human life; he wants it a length. It should not be a team; it should be a tandem." The story should be strong in its power to arouse the boy's emotions. It must be full of incident; of

danger, hair-breadth escapes, cunning feats of stealth and strategy. "The difference between the legitimate adventure story and the trashy nickel novel is that the exciting events of the first are fewer and are the natural actions of the known characters moving consistently in the given situation, while the exciting events of the second are more numerous and more highly spiced and are lugged in regardless of time and place, of characters and circumstances."

The characters should be plainly marked. The hero should be heroic—physically brave and morally courageous, yet kind-hearted and chivalrous; cunning, yet honest, loyal, truthful and frank. He should maintain these qualities thruout the story. The villain should be villainous not half but all the time. In general, the boy likes a boy-hero or a man. If there is any love making to be transacted, he wants it transacted off the stage and taken all for granted.

The style must be of the rapid-fire, picturesque sort. The story should be narrated simply and directly in the first person. The boy relishes broad jokes, ludicrous situations and ridiculous characters, and ignores any delicate or subtle humor. He likes stories of soldiers, sailors, detectives, pirates, Indians, travel, history stories, and stories of school life because they lend themselves to these qualities. The best specimen stories on these subjects should be found in every school library. If the boy cannot find them there, he will seek them in the dime novel which is sure to meet his desires.

The only good points about the dime novel are that it is cheap, frequently deals with the same characters from week to week, and can be outgrown.

If the boy is provided with the best of what he likes to read in his home or school library, he will not read the five or ten-cent trashy, paper back novel. If the teacher and parent can craftily substitute the good for the trifling, the problem of the five-cent novel is solved, so far as the average boy is concerned.

Prose fiction should make up the bulk of the boy's reading. It will not over-develop the boy's naturally romantic, idealistic nature and teach him false ideas of life, for he has enough of the prosaic, unromantic and the realistic in his life. Solving arithmetic problems is enough to keep him down, and if he is not allowed to feed on some healthful ro-

manticism, he will develop into an unimaginative man.

History and poetry, like fiction, also supply good reading matter for the boy. The two kinds of history-literature that he cares for most are biography and the historical novel or romance. Biographies should be of explorers, hunters, soldiers, pioneers and Indian fighters. There are very few first-class biographies for boys, but there are many good historical novels and romances. Works of Scott and Cooper, some of Dumas, Stevenson, Charles Lever and Conan Doyle are of more than common value.

As for poetry, the boy cares very little for it. Poetry is too elaborate and roundabout in expressing a thought and contains too many unusual words. Simplicity is what the boy desires. Ballads, some humorous verse and patriotic lyrics are his favorite types, but in very few cases will be read even these unless compelled to by the teacher.

The boy's reading need not be all literature. He is often interested in a book on electricity, or Boy Scouts, or farming, which will give him as much informational reading matter as he pleases along the line of his interests. He should, moreover, have his periodicals where he can find suggestions and information about handicraft work.

The teacher should always direct the boy in reading and should create and inspire a love for books where none exists. He can suggest points that have been overlooked in one book and refer to other books of the same sort. He can read aloud passages from interesting books and thus lead the boys to those particular books. Above all he should create or encourage the impression that reading is fun. The motive for reading should be the desire to have a good time. To lose one's self in a story, to lose consciousness of the natural surroundings of time and place and be alive only to the persons and events created by the author is the only real satisfactory reading and anything short of this is a mere imitation. If the boy does not read boys' books, he will miss much that properly belongs to his boyhood and will never be able fully to enjoy men's books.

CATALOGING. *See* Periodicals—Cataloging.

CIRCULATION. *See* Fiction—Circulation of; Overdue book week.

EXHIBITS

At the great Industrial and Agricultural Exhibition held in Baroda, India, early in 1917, the Central Library had a prominent part. The "library court" of the exhibi-

tion, which was 52 by 20 feet, contained nine sections. The place of honor was given to Baroda library progress, where the growth of the system in the four districts of the state was shown on several maps. The other sections were devoted to work with children, library architecture, library furniture, library appliances, book binding, rareties in the book-world, and technical literature and visual instruction apparatus. Librarians from district libraries were specially invited to this exhibit, and arrangements were made to give them practical information on library matters every afternoon. Visitors from their parts of India were so much impressed by the exhibit that they took certain sections back to their own localities after the exhibit was closed.

FICTION—CIRCULATION OF

Last spring the circulation department of the Grand Rapids Public Library made a survey of the fiction in the Ryerson building, to discover to what extent the books in the fiction collection were not being used. The results of the survey are given in the annual report for 1916-17.

At the time of the survey there were in round numbers 11,700 volumes of fiction in this building, by 2035 authors. Of this number 4500 books did not go into circulation a single time in a full year. These 11,700 books are in the stacks, and on the open shelves, except about 500 duplicates.

Of the 2035 authors 629, or 30 per cent, were not represented by a single book circulated during the year. The library had 913 books by these 629 authors. Of the 1406 authors of the books that did circulate, or 70 per cent of the authors of fiction represented in the Ryerson building, 3602 of their books did not circulate a single time during the year. 7208 books by these same authors went into circulation, and they represented a total home use of 34,144 issues. These figures indicate that about 62 per cent of the collection of fiction in the Ryerson Library building is alive. The other 38 per cent, so far as the use of the circulating department of the Library was concerned, was largely dead stock.

Of the books of fiction that were placed on the open shelves in the library's plan of rotating every few years all the older books on these shelves, nearly all went into circulation, and some of them as a result took on a new lease of life, indicating that one may never be sure when a book that has been seemingly inactive may become active again for any number of reasons.

The 12 authors whose works of fiction in the Ryerson Library building had an issue of 300 or more during the year, together with the number of copies of their books on the shelves in this building, were as follows:

Author	Circulation	Books
A. C. Doyle	482	75
Joseph C. Lincoln	402	26
Gene Stratton-Porter	371	27
Stewart Edward White	352	29
Charles Dickens	340	108
Eleanor Porter	332	21
Jack London	329	35
Harold Bell Wright	328	31
Alexander Dumas	321	140
Florence Barclay	307	25
Winston Churchill	306	43
E. P. Oppenheim	300	21

Among the older writers the older editions of their books are no longer active, and most of their books are represented by new and more attractive editions.

The following table is of interest in showing the ten authors with the largest number of works of fiction on the shelves of the Ryerson building, together with the number of circulations of fiction represented by these authors from that building:

Author	Books	Circulation
Walter Scott	165	295
Alexander Dumas	140	321
J. F. Cooper	112	171
G. R. P. James	110	20
Charles Dickens	108	340
Anthony Trollope	98	28
Isabella M. Alden	92	184
F. M. Crawford	85	130
W. D. Howells	76	58
A. C. Doyle	75	482

LANTERN SLIDES

Library use of lantern slides. Louis J. Bailey. *Lib. Occurrent*, Jan., 1918. p. 12-15.

One of the greatest aids to the lecturer or to the formal teacher in supplementing regular instruction is the use of the lantern slide. To help one form a vivid picture of a thing in all its details, visual instruction is required. The lantern slide has several advantages over the moving picture film in that it is more easily used, more flexible to illustrate variety and wide change of scene, more accurate in photographic likeness and affords less distraction from a speaker's address.

Slides are used in libraries principally for lecture work or for loaning to institutions, and the size of a collection is to be decided by the library itself. Almost every library ought to have some photographs from which slides of local scenic or historic interest could be made.

A single agency for the undertaking of a complete and thoro service is a desirable thing. In Indiana the extension division of Indiana University has made a beginning, but its col-

lection is thus far limited to some gifts and slides used in professional teaching. The sources for borrowing, purchasing or renting slides are many. A number of railroads loan sets free, while some art institutions and museums often rent slides dealing with their particular specialties. A list of dealers with their special kinds of slides is given at the end of this article. Some of them make slides to order from their own photographs or those given by the purchaser; others rent slides in sets (ofttimes with written lectures) or from miscellaneous collections. Sets usually cover some industry, some scientific subject or a country. The Keystone View Co. have a "600" set made up in stereographs or lantern slides which provide scenes from all countries and also illustrate other subjects. An index volume to all subjects covered is published. Underwood and Underwood sell a "1000" set and also a "600" set. These sets are very valuable for educational purposes.

Slides in America are $3\frac{1}{4}$ by 4 inches. Foreign slides are square. Plain slides cost from twenty to fifty cents and colored forty cents to one dollar, but whereas colored slides are more interesting, plain slides usually give a clearer image and are better for details. Home making of slides is practicable but not desirable for libraries. The positive plate, cover glass, mat and binding are the parts of a slide.

There are several companies engaged in the making of cases for the care of slides. The Library Bureau makes a horizontal unit file; Underwood & Underwood a vertical file, and the Keystone Co. a cabinet. These are on the principle of trays holding slides. The Moler lantern slide cabinet supplied by Geography Bureau of Ithaca holds twenty compartments each containing space for sixty slides. Carrying cases made for sets of sixty to one thousand slides should be used for loaning. Collections classification of slides usually follows the D. C. country divisions. Very few special classes need be brought out as the catalog itself brings out all special subjects. Subjects as machinery, biography, astronomy need to be brought out. Each slide receives numbers in sequence under each class, so that the call number is composed of class and sequence numeral with a dash between them. Some good subjects for slides for a library are sacred and patriotic songs, maps and local scenes.

Slides are sometimes charged on a special colored card with the following notations: class and number in each class, name of bor-

rower, date due and condition of the slides if necessary.

There are several good lanterns on the market. For large halls a stationary lantern is advisable; one using carbons and high amperage for lighting. A portable lamp is useful for branches or for loaning; it uses ordinary lighting circuits and a nitrogen lamp. The nitrogen lamp is quieter in operation, makes little heat and is simple to operate. It requires a darker room than an arc light for successful operation. A good screen is essential and this should be opaque, dead white and on a roller for quick operation. The roller should be about 8 by 8 feet.

MOTION PICTURE THEATERS—CO-OPERATION FROM

In the editorial column last month was a reference to a library in Indiana which shared the returns from certain performances in the motion picture theaters, where the library advertised the books represented in the films shown. To prevent a misinterpretation of this statement, the arrangement is described here in more detail.

In Pendleton, Ind., a small town with but one moving picture theater, then showing films of a very poor order, the librarian, Margaret A. Wade, first undertook the scheme for the sake of bringing better films to the town. She wrote to one of the best film companies in Chicago, selected her films from their list, and had them sent to the library. The local manager agreed to allow the library the use of the theater on certain nights, and to operate the machine on a 50-50 basis. Miss Wade selected a corps of special assistants to help sell tickets, usher, and advertise. Posters and advertising slides were ordered from the film company. The library assumed all responsibility and did all of the work except that of operating the machine.

Each time the library cleared enough money for its book fund to make it worth the trouble, and at the same time gave the people better films, tho it was not always possible to get just the films desired. If the library had given the entertainments oftener it would probably have had less difficulty in getting films.

Miss Wade is in the Wisconsin Library School this year, and her successor has not continued the moving picture work, but there seems no reason why many a small library should not adopt a similar scheme, and, with the exercise of a little thought, so relate the work of library and motion picture theater that both the institutions and the public may be benefitted.

Bibliographical Notes

An official report of the summer school of library service held at the National Library of Wales at Aberystwyth last summer, has been printed, together with the inaugural address by Sir William Osler.

A paper on "Later French settlements in New York state, 1783-1800" by J. I. Wyer, Jr., has been separately reprinted from the Proceedings of the New York State Historical Association for 1916.

In a pamphlet of 16 pages there is reprinted from the November-December, 1917 issue of *The Class Struggle* an outline of the "Political parties in Russia" by Nicholas Lenine. The pamphlet is published by the Socialist Publication Society, 119 Lafayette street, New York City, at 5 cents.

The photographs of scenes on the different war fronts, released from time to time by the Committee on Public Information, may be secured for private collections at ten cents each, from the committee's division of pictures, 10 Jackson Place, Washington, D. C. A complete list of all photographs may be had on application.

A limited supply of "Diplomatic correspondence respecting the war published by the French government" (English text) has been put at the disposal of the Committee on Public Information. Until the supply is exhausted, libraries not having the volume may receive it on request addressed to C. D. Lee, Committee on Public Information, 8 Jackson Place, Washington, D. C.

By far the most interesting presentation of the A. L. A. war service so far made is contained in the pamphlet entitled "War service of the American Library Association," by Theodore Wesley Koch. All phases of the work, both actual and potential, are taken up, the subject matter being divided to cover administration and personnel, the duties of the camp librarian, buildings, the call for books and their supply, gifts good and bad, educational opportunities, magazines and newspapers, popular authors, relation to affiliated organizations, the work overseas, books for prisoners of war, and the books needed in military hospitals. Many photographs from the different camps increase the attractiveness of the booklet.

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Drama League of America—New York Centre. A few plays of the United States and her allies. *Branch L. News*, N. Y. P. L., Dec., 1917. p. 179-180.
- EAR—SURGERY**
Brown, George Van Ingen. The surgery of oral diseases and malformations, their diagnosis and treatment. 2, ed. Lea & Febiger, 1917. 8 p. bibl. 8° \$7 n.
- EDUCATION**
Groszmann, Maximilian Paul Eugen. The exceptional child; containing a medical symposium with contributions from a number of eminent specialists. Scribner, 1917. 27 p. bibl. D. \$2.50 n.
Newton (Mass.) Free Library. Selected list of books relating to education. *Bull.*, Dec., 1916. p. 83-91.
- EDUCATION—ADMINISTRATION**
Theisen, William Walter. The city superintendent and the board of education. Teachers College, Columbia University, 1917. 5 p. bibl. O. \$1.50. (Contributions to education, 84.)
- EDUCATION, RELIGIOUS**
Athearn, Walter Scott. Religious education and American democracy. Boston: Pilgrim Press, 1917. bibls. D. \$1.50.
- EDUCATION—STATISTICS**
Rugg, Harold Ordway. Statistical methods applied to education; a text-book for students of education in the quantitative study of school problems. Houghton Mifflin, 1917. 15 p. bibl. D. \$2 n.
- EMPLOYEES, EFFICIENCY OF**
Webb, William, comp. New York State Library, Leg. Ref. Dept. List of references on records of efficiency of employees. 1917. 4 typew. p. 20 c. (Obtained only thru P. A. I. S.)
- ENGLISH LANGUAGE**
Lomer, Gerhard Richard, and Ashmun, Mary Elizabeth. The study and practice of writing English. (Rev. ed.) Houghton Mifflin, 1917. bibls. 12° \$1.15 n.
- EPISTEMOLOGY**
Coffey, Peter. Epistemology; or, the theory of knowledge; an introduction to general metaphysics. In 2 vols. Vol. 1, part 1. The nature of the inquiry; part 2. Intellectual knowledge: judgment; part 3. Intellectual knowledge: conception. Vol. 2, part 4. The data of intellectual knowledge: sense perception; part 5. Truth and certitude: their criteria and motives. Longmans, 1917. bibls. O. each \$3.75 n.
- ETHNOLOGY**
Lowie, Robert Harry. Culture and ethnology. New York: D. C. McMurtie, 2929 Broadway, 1917. 8 p. bibl. 12° \$1.25 n.
- EUROPEAN WAR—CAUSES**
Marti, Oscar Albert. The Anglo-German commercial and colonial rivalry as a cause of the Great War; a thesis presented to the department of history, University of Southern California, Los Angeles. Boston: Stratford Co., 1917. 4 p. bibl. D. \$1 n.
- EVOLUTION**
Lull, Richard Swann. Organic evolution; a text-book. Macmillan, 1917. bibls. O. 3 n.
- FARM PRODUCE—MARKETING**
Wisconsin Lib. Comm.—Legisl. Ref. Dept. Marketing from products: selected list of books and pamphlets in Wisconsin Legislative Reference Library. 1917. 9 typew. p. 45 c. (Obtained only thru P. A. I. S.)
- FARM WOMEN**
Bullock, H. C., Syracuse Univ. Lib. School. Woman on the farm. 1917. 25 typew. p. \$1.25. (Obtained only thru P. A. I. S.)
- FEEBLEMINDEDNESS**
Doll, Edgar Arnold. Clinical studies in feeble-mindedness. Boston: Badger, 1917. 12 p. bibl. D. \$2.50 n.
- FERROMANGANESE**
Buck, E. C. Bibliography of the manufacture of ferromanganese. *Met. & Chem. Eng.*, Dec. 1, 1917. p. 638-642.
- FINE ARTS**
Fine and applied arts, comprising architecture, archeology, caricature, ceramics, costume, drawing, engraving, furniture, painting, illustrations, textiles. New York: Schulte's Book Store, 1917. 31 p. (Catalogue 75, 1918.)
- FLOODS**
Girdner, M. V. Flood control: a selective list of United States documents on flood control, in the California State Library. 1917. 23 typew. p. \$1.15. (Obtained only thru P. A. I. S.)
- FOOD—CONSERVATION**
Kinealy, Grace. Conservation of food; a selected list. *St. Louis P. L. Mo. Bull.*, Dec., 1917. p. 440-443.
- FOREIGN MISSIONS**
Trull, George Harvey. The tribe of Zambé. New York: Sunday School Department, Board of Foreign Missions of the Presbyterian Church in the U. S. A. [156 Fifth Avenue], 1917. 4 p. bibl. D. bds. 50 c.; pap. 30 c.
- FREIGHT**
Library of Congress. List of references on ocean freight rates. Aug. 11, 1917. 4 typew. p. 20 c. (Obtained only thru P. A. I. S.)
- GARDENS**
Newton (Mass.) Free Library. A list of books relating to gardens and gardening (both ornamental and useful) in the . . . library. *Bull.*, April, 1917. p. 27-33.
- GAS**
Current gas literature. *Gas Age*, Dec. 15, 1917. p. 580.
Nat. Commercial Gas Assn. Gas literature for the busy man. *Mo. Bull.*, Nov., 1917. p. 618-624.
- GAS—USE OF IN WARFARE**
Haferkamp, Henry E., and Neumann, Felix, Engineer School, Washington Barracks, D. C. Poisonous gases in warfare, application, prevention, defense and medical treatment: a short annotated bibliography of gases and kindred devices applied to the present war. Oct. 31, 1917. 27 p. 25 c. (Repr. from Professional Memoirs, Corps of Engi-

* Public Affairs Information Service, c/o The H. W. Wilson Co.

- neers, U. S. Army, and Engineer Department-at-large, Nov.-Dec., 1917.)
- GOVERNMENT, MONARCHIAL**
Farrer, Jacob Anson. The monarchy in politics. Dodd, Mead & Co., 1917. 3 p. bibl. O. \$3 n.
- HOUSING, COUNTRY**
Sandberg, Hilda, Syracuse Univ. Lib. School. Moderate-priced country homes. 1917. 18 typew. p. 90 c. (Obtained only thru P. A. I. S.)
- HOUSING, INDUSTRIAL**
Selected list of references on industrial housing. *Amer. Inst. Arch. Jour.*, Oct., 1917. p. 510-514.
- HYGIENE**
Jones, George Ellis. Hygiene and war; suggestions for makers of text-books and for use in schools; with an introduction by William Henry Burnham; ed. by Paul Monroe. [Carnegie Endowment for International Peace], 1917. 26 p. bibl. 8°. \$5 n. (Div. of intercourse and educ. pub. II.)
- ICE PLANTS, MUNICIPAL**
Webb, William, comp., New York State Library, Legis. Ref. Dept. List of references on municipal ice plants, supplementing list prepared in June, 1913. Mar., 1917. 4 typew. p. 20 c. (Obtained only thru P. A. I. S.)
- INCOME TAX**
Felpe, Edith M., comp. Selected articles on the income tax; with special reference to graduation and exemption. 3, enlarged ed. H. W. Wilson Co., 1917. 25 p. bibl. D. \$1.25 n. (Debaters' handbook series.)
- INDIANS, SOUTH AMERICAN—MOSETENO**
Bibolotti, Benigno. Moseteno vocabulary and treatises; from an unpublished manuscript in possession of Northwestern University Library; with an introduction by Rudolph Schuller. Evanston, Ill.: Northwestern Univ., 1917. 6 p. bibl. O. \$2.50.
- INSECTS**
Catalogue of books on insects. Mount Vernon, N. Y.: John D. Sherman, Jr., Dec., 1917. 94 p. (No. 4.)
- INSURANCE, AGRICULTURAL**
Library of Congress. List of references on government insurance of farm buildings, crops, etc. (does not include live stock insurance). July 26, 1917. 4 typew. p. (Obtained only thru P. A. I. S.)
- JONES, PAUL**
Seitz, Don Carlos, comp. Paul Jones: his exploits in English seas during 1778-1780; contemporary accounts collected from English newspapers; with a complete bibliography. Dutton, 1917. 160 p. bibl. O. \$3.50 n.
- JOURNALISM**
Kane, C. Edward. Journalist's library: books for reference and reading. *Univ. of Mo. Bull.*, Jan., 1916. 89 p. (Journalism series 13.)
- LANDSCAPE DESIGN**
Hubbard, Henry Vincent, and Kimball, Theodora. An introduction to the study of landscape design. Macmillan, 1917. 19 p. bibl. Q. \$6 n.
- LATIN AMERICA**
South America Pub. Co. Selected books for all interested in Latin America. *South American*, Dec., 1917. p. 26.
- LITERATURE, AMERICAN**
Cambridge history of American literature; edited by William Peterfield Trent, John Erskine, Stuart P. Sherman, Carl Van Doren. In 3 v. Vol. 1, Colonial and revolutionary literature; Early national literature, part I. Putnam, 1917. 204 p. bibl. O. \$3.50 n.
- LITERATURE, ENGLISH**
Collection of English literature, early and modern, consigned by Henry E. Huntington. New York: Anderson Galleries, 1917. 112 p. (No. 1308. 493 items.)
- LITERATURE, OLD FRENCH**
Wood, Mary Morton. The spirit of protest in Old French literature. New York: [Lemcke & Buechner], 1917. 3 p. bibl. O. \$1.50 n. (Columbia University studies in Romance philology and literature.)
- LITERATURE, RUSSIAN**
Newton (Mass.) Free Library. Russian literature number. *Bull.*, Feb., 1917. p. 11-12.
- MACHINE GUN**
Longstaff, Major F. V., and Atteridge, Andrew Hilliard. The book of the machine gun. Dodd, Mead & Co., 1917. 41 p. bibl. O. \$3.50 n.
- MEDICINE**
American Med. Assn., 535 Dearborn Ave., Chicago. Price list revised to Aug. 1, 1917. 44 p.
Cushing, Harvey Williams. Tumors of the *nervus acusticus* and the syndrome of the cerebellopontile angle. Philadelphia: Saunders, 1917. 8 p. bibl. 8°. \$5 n.
Harrower, Henry Robert. The internal secretions in practical medicine. Chicago Medical Book, 1917. bibl. 12°. \$2.75 n.
Neuhof, Selian, M.D. Clinical cardiology. Macmillan, 1917. bibl. O. \$4 n.
- MEDICINE—HISTORY**
Garrison, Fielding Hudson. An introduction to the history of medicine; with medical chronology, suggestions for study and bibliographic data. 2. ed., rev and enlarged. Philadelphia: Saunders, 1917. 28 p. bibl. 8°. \$6.50 n.
- MILITARY HYGIENE**
Harvard, Valery. Manual of military hygiene for the military services of the United States. 3. rev. ed. New York: Wood, 1917. 6 p. bibl. 8°. \$5.
- MINING**
Crane, Walter Richard. Ore mining methods; comprising descriptions of methods of support in extraction of ore, detailed descriptions of methods of development of mines, of stoping and mining in narrow and wide veins and bedded and massive deposits including stull and square-set mining, filling and caving methods, open cut work and a discussion of costs of mining. 2. ed. New York: Wiley, 1917. bibl. 8°. \$3.50 n.
- MORTE D'ARTHUR**
Scudder, Vida Dutton. Le Morte d'Arthur of Sir Thomas Malory; its sources. Dutton, 1917. 7 p. bibl. O. \$3.50 n.
- MUNITIONS INDUSTRY**
Library of Congress. Great Britain: list of references on the munitions industry. July 20, 1917. 5 typew. p. 25 c. (Obtained only thru P. A. I. S.)
- MYSTICISM**
Silberer, Herbert. Problems of mysticism and its symbolism; translated by Smith Ely Jelliffe. Moffat, Yard, 1917. 16 p. bibl. O. \$3 n.
- NEW YORK CITY—DESCRIPTION**
Comstock, Sarah. Old roads from the heart of New York; journeys today by way of yesterday; within thirty miles around the Battery. New ed. Putnam, 1915. 7 p. bibl. D. \$2.50 n.
- NEW YORK STATE—STATUTES**
New York state laws. *Munic. Ref. L. Notes*, Oct. 24, 1917. p. 62-64. (Pamphlet editions of various sections of the consolidated laws of New York state.)
- ORIENT**
Catalogue of oriental books and journals mainly from the library of the late Dr. James Burgess . . . for seventeen years surveyor and director of the Archaeological Survey of India. Edinburgh: John Grant, Dec., 1917. 68 p.
- ORNITHOLOGY, BRITISH**
Mullens, William Herbert, and Swann, H. Kirke. A bibliography of British ornithology; from the earliest times to the end of 1912; including biographical accounts of the principal writers and bibliographies of their published works. Macmillan, 1917. 4 p. bibl. O. pap. each \$2 n.
- PAPER, HANDMADE**
Hunter, Dard. Handmade paper and its watermarks; a bibliography. New York: Technical Association of the Pulp and Paper Industry [117 E. 24th St.], 1917. 22 p. O. gratis.
- PEDAGOGY**
Charters, Werritt Wallace. Teaching the common branches; a textbook for teachers of rural and graded schools. Rev. ed. Houghton Mifflin, 1913-1917. bibl. D. \$1.40 n.

- Woolter, Thomas Jackson. Teaching in rural schools. Houghton Mifflin, 1917. bibl. D. \$1.40 n. (Riverside textbooks in education)
- PHILOSOPHY, HINDU**
Kitch, Ethel May. The origin of subjectivity in Hindu thought. University of Chicago, 1917. 3 p. bibl. O. pap. 54 c. (Philosophic studies 7.)
- POETRY**
Maynard, Katharine. Twentieth century poetry. Boston Book Co., 1916. 15 p. 8°. 35 c. (*Bulletin of Bibliography* pamphlets 24.)
- PSYCHOLOGY**
Freeman, Frank Nugent. How children learn. Houghton Mifflin, 1917. bibl. D. \$1.60 n.
- PSYCHOLOGY, EDUCATIONAL**
Rugg, Harold Ordway. The experimental determination of mental discipline in school studies. Baltimore: Warwick & York, 1916. 3 p. bibl. 12°. \$1.25. (Educational psychology monographs, 17.)
- PSYCHOTHERAPY**
McLean, Clara Chamberlain. The laws of health and prosperity and how to apply them; twelve lessons in spiritual science with technique; a book for individual use, also for students and teachers. Holyoke, Mass.: Elizabeth Towne Co., 1917. bibl. D. \$1.25.
- PUBLIC HEALTH**
[Public health:] bibliography. *Amer. Jour. Pub. Health*, Nov., 1917. p. 918-921. (Under headings: General, measles, mumps, pneumonia, meningitis, venereal disease.)
- PURCHASING, CENTRAL**
Webb, William, comp., New York State Library, Legial. Ref. Dept. List of references on central purchasing for cities, counties and states, supplementing list published in *Munic. Ref. L. Notes*, Nov. 25, 1914. 1917. 9 typew. p. 45 c. (Obtained only thru P. A. I. S.)
- QUAKERS**
Catalogue of Quakeriana and anti-Quaker literature. New York: Schulte's Book Store, 1917. 24 p. (Catalog no. 75, 1917. 486 items.)
- RAILROADS—EMPLOYMENT OF WOMEN**
List of articles relating to the employment of women on railroads and street railroads. *Aera*, Nov., 1917. p. 339-341.
- RAILROADS—RATES**
MacGibbon, Duncan A. Railway rates and the Canadian railway commission. Houghton Mifflin, 1917. 5 p. bibl. O. \$1.75 n. (Hart, Schaffner and Marx prize essays, 24.)
- RELIGION**
Bell, Rev. G. K. A., ed. The meaning of the creed; papers on the Apostles' creed; with an introduction. Macmillan, 1917. 10 p. bibl. O. \$2 n.
- ROADS**
Roads; bibliography. *Munic. Research*, April, 1917. p. 255-269.
- SALARIES—WOMEN**
Cincinnati (O.) Municipal Reference Bureau. [Salaries of women.] 1917. 4 typew. p. 20 c. (Obtained only thru P. A. I. S.)
- SCHOOL LUNCHEES**
Condell, Lucy, comp. Bibliography of school lunches. Govt. Prtg. Off., 1917. 25 p. 8°.
- SCHOOLS—ADMINISTRATION**
Bibliography of the quantitative studies on school administration. (In H. O. Rugg, Statistical methods applied to education. Houghton Mifflin, 1917. p. 361-375.)
- SCHOOLS—STATISTICS**
Selected bibliography on statistical methods. (In H. O. Rugg, Statistical methods applied to education. Houghton Mifflin, 1917. p. 376-378.)
- SCIENCE—TEACHING**
Twiss, George Ransom. A textbook in the principles of science teaching. Macmillan, 1917. bibl. 8°. \$1.40 n. (Textbook series in educ.)
- SINGLE TAX**
Bullock, Edna Dean, comp. Selected articles on single tax. 2. ed., rev. and enlarged by Julia E. Johnson. H. W. Wilson Co., 1917. 13 p. bibl. D. \$1.25 n. (Debaters' handbook series.)
- SOCIAL WELFARE**
McBride, Christine, and Kingsbury, S. M. Social welfare in time of war and disaster: a bibliography. *Survey*, Dec. 8, 1917. p. 287-289, 301.
- SOCIALISM**
Kamman, William Frederic. Socialism in German American literature. Philadelphia: Americana Germanica Press, 1917. 5 p. bibl. 8°. \$1.50. (Americana Germanica, 24.)
- SOCIETY OF JESUS**
Hughes, Thomas. History of the society of Jesus in North America; colonial and federal. v. 2, from 1645 till 1773. Longmans, 1917. bibl. Q. \$8 n.
- SOCIOLOGY, EDUCATIONAL**
Snedden, David. Educational sociology; a digest and a syllabus. Part 2: Applications to curricula and studies. Teachers College, Columbia University, 1917. 5 p. bibl. O. 80 c. (Teachers College syllabi, 8.)
- SOIL**
Russell, Edward John. Soil conditions and plant growth. 3. ed. Longmans, 1917. 18 p. bibl. O. bds. \$2 n. (Monographs on biochemistry.)
- SOLDIERS, DISABLED**
List of documents attached to report [by D. C. McMurtrie, on reeducation and employment of disabled soldiers], which may be useful in suggesting measures for Canada; List of publications consulted. *Amer. Jour. of Care for Cripples*, Sept., 1917. p. 62-68.
- STORY WRITING**
Williams, Blanche Colton. A handbook on story writing. Dood, Mead & Co., 1917. 23 p. bibl. D. \$1.50 n.
- SURREY, EUG.**
Moore, H. Keatley. Surrey deeds in the [Croydon] Reference Library. Croydon, Eng.: Croydon P. L., 1917. 14 p. 3d.
- TAXES, EXCESS PROFITS**
Library of Congress. List of reference on "excess profits" taxation. July 25, 1917. 5 typew. p. 25 c. (Obtained only thru P. A. I. S.)
- TECHNOLOGY**
Newton (Mass.) Free Library. Recent technical books. *Bull.*, Oct.-Nov., 1917. p. 61-64.
Spring, Laverne W. Non-technical chats on iron and steel; and their application to modern industry. Stokes, 1917. 5 p. bibl. O. \$2.50 n.
- TEXTILE INDUSTRY**
Little, E. L., comp. List of references on textile industry. *Spec. Libs.*, Dec., 1917. p. 174-176.
- THEATER**
Cheney, Sheldon. The art theatre; a discussion of its ideals, its organizations and its promise as a corrective for present evils in the commercial theater; with 16 photographs of productions at the Arts and Crafts Theatre of Detroit. Knopf, 1917. 7 p. bibl. D. \$1.50 n.
- TRACTORS, MILITARY**
Haferkorn, Henry E., Engineer School, U. S. Army, Washington Barracks, D. C. Military tractors called "tanks": a list of references gathered from current periodical literature. May 28, 1917. 10 c. (From *Professional Memoirs*, July-Aug., 1917. p. 499-501.)
- UNITED STATES—OVERLAND ROUTES**
Dale, Harrison Clifford, ed. The Ashley-Smith explorations and the discovery of a central route to the Pacific, 1822-1829; with the original journals. Cleveland: A. H. Clark Co. 12 p. bibl. 8°. \$5.
- UNITED STATES—PUBLIC LANDS**
Stephenson, George Malcolm. The political history of the public lands, from 1840 to 1862; from pre-emption to homestead. Boston: Badger, 1917. 26 p. bibl. O. \$2.50. (Studies in American history.)
- WATERWAYS**
Haferkorn, Henry E., Engineer School, U. S. Army, Washington Barracks, D. C. Military value of internal waterways; a short bibliography. 15 c. (From *Professional Memoirs*, Sept.-Oct., 1917. p. 790-794.)
- WOMEN**
Russell Sage Foundation Library. Women in industry in war-time. 4 p. (Bulletin no. 26. Dec., 1917.)

SCHOOL AND LIBRARY

SUPPLEMENT TO

THE LIBRARY JOURNAL

MARCH, 1918

THE school and the library are the field of two professions, each growing in importance in succeeding years. The school librarian is in the happy position of being a member of both professions, of combining in herself two noble callings. One of these deals with the youth, the other with the child as father or mother of the man or woman of the future. This combination of opportunity and usefulness is rare indeed and has yet to be appreciated by those who enter this special field, whether from the side of the teacher or of the librarian. Before long that school will be behind the times which has not a school librarian. The librarian is no longer a luxury, but a necessity in education. Thru the school librarian, the pupil is not only put in touch with reading auxiliary to the school courses and with general literature, but is trained to take up to best advantage the processes of education outside and beyond the schools, in the years of adult life. And into the school field are coming other helps for school work, as they are coming into the public library field. Motion pictures and phonograph records bring to the eye and the ear of the pupil information and culture in supplemental relation to the printed page, and may well come within the domain of the school librarian.

It should be peculiarly the province of the school librarian to study what boys and girls like to read and to better their reading by the process of substituting better books, real literature, for the trash of dime novels and like stuff. Mr. Charters' studies in this field, summarized in this issue, are significant in this direction. Mark Twain, Stevenson and other writers, for whom all boys have a liking, and will continue thru many generations of school

boys to have a liking, build a bridge into the realm of literature which should be made easy of access to every boy, and there should be an increasing class of literature of like sort for girls, suggested by the names of Miss Alcott, Mrs. Whitney, and Kate Douglas Wiggin.

ONE field in which school libraries should enrich themselves and thus enrich school pupils, made especially important thru our war alliances, is that of French books. Mlle. Clément, who is in America in the interest of promoting American acquaintance with French books, pointed out at the Atlantic City meeting how mistaken is the impression, too current in this country, that the large proportion of French literature is improper reading. No literature, in fact, contains sweeter and sounder and more delightful books for young people than that of France. Mlle. Clément herself, speaking in English or French as may be desired, is prepared, as a part of her mission in America, to talk before schools on French books especially suited to American reading, and to co-operate with school librarians in making selection of such books.

IN our School and Library supplement and in the regular issues of the LIBRARY JOURNAL also, we are proposing to include a question box for school librarians, thru which they may ask questions and obtain answers on practical points of school library administration and the selection of books for school libraries. This will be under the direction of Miss Martha Wilson and Miss Mary E. Hall, than whom there can be no more competent authorities in this special field. Our school friends are invited to make use of this helpful feature.

SOME EXPERIMENTS IN WORK WITH ELEMENTARY SCHOOL CHILDREN*

BY AGNES COWING, *Children's Librarian, Pratt Institute Free Library, Brooklyn*

A GENERAL impression seems to prevail that the subject of the elementary school and its relation to the library has been somewhat pushed into the background of late thru our concern about the high school. Yet even a casual searching of the files of the *LIBRARY JOURNAL*, *Public Libraries*, and the *American Library Association Bulletin* shows that there has been no real indifference to this phase of work with children—that on the contrary, in various ways, everybody seems to be “doing it,” if one may use the popular phrase, and to have been “doing it” ever since Miss Hewins began such work in Hartford in 1878. There is accordingly no necessity to enlarge upon the theory or the advantages of such co-operation. We shall all agree with Miss Power's statement that our aim is “to train to an appreciation of good books and an intelligent use of public library resources.” It only remains to consider how we shall attain these ends.

But when it comes to this way of “doing it,” there is room for more or less diversity, since “appreciation of literature” can never be reduced to a “method” but must always admit of a generous bit of the personal element in the would-be teacher of “appreciation.” There's no danger of missing the personal element in those under instruction! Elementary school children will always provide sufficient “personal element,” even if they aren't equipped with appreciation. So I'm planning to take my allotted time this afternoon to tell you of “my way” as I've worked it out during the past two years with children of the seventh and eighth grades of one of our neighboring schools, and hope you will be lenient to a very personal talk.

First of all, however, I want to say that you must not think that we only realized our responsibility to the schools two years ago. Our Children's Room came of age this

year, and in looking back over our past as we naturally did at this important date in our history, I found that from the very beginning we too have been “doing it”! Among our archives are two note-books labelled “Visits to schools,” kept by Miss Moore in 1897 and 1898. If she were present I should ask her to tell something of those days when a Children's Library was an entirely new and untried institution, and co-operation with schools an unheard-of proposition. At that time relations were established with the Training School for Teachers, then a near neighbor, and also with certain individual grade teachers who welcomed the help our room offered, and sent their children regularly to look up reference questions. Opportunity was given to tell the children about the library by talks in class-room or assembly, and these talks or announcements were carried on with some regularity from year to year, and always brought new applications for membership, as well as a return of old members who had either forgotten the library, or had allowed their cards to lapse for fines or other reasons. I remember my surprise one afternoon after one such visit when a boy, followed by a group of a dozen or more children appeared with about a dollar in small change to pay *all* the fines for the boys and girls in his class. Their teacher had made it a point of class honor to pay up their library fines, and the children had brought their pennies to school, and had handed them over to this special business manager appointed by the teacher. He had a list of the names and amounts, varying from one to ten cents and he managed the affair very capably. That particular experience has never been repeated but I have always found school visits worth while for the interest they awaken in both teacher and children. “I saw you at my school,” seems to establish a bond with the library teacher which merely seeing her at the library fails to establish; while “My

* Read at the meeting of the New York Library Association at Roscoe, Sept. 21, 1917.

teacher knows you and says so-and-so" is another guarantee of your connection with real life.

While these school visits were carried on after a fashion from year to year, a very busy room and a rather small staff made them somewhat desultory and intermittent, and I had had a growing feeling for some time that something more ought to be done, which was crystallized into action by two things. The first was some notes in the *School Library Bulletin* about the use of the weekly library period in the schools for reading aloud. By the way, if you don't know the *School Library Bulletin* published by the Board of Education of New York City under the thoughtful editorship of Claude G. Leland, let me recommend it as a source of inspiration and suggestion. The second motive force was Mrs. Edna Lyman Scott's article on "Inspirational influence of books in the life of children" read at the A. L. A. in 1915. I too had known the kind of home of which she spoke where books were read and talked about, not library books, but real "home books," so that Andersen's "Tinder-box" and "Heidi," Miss Alcott, Tom Sawyer, Scott and Dickens and Thackeray and many others all have the background of a home scene and an interest doubled because it was shared. Was it possible to give any far-away suggestion of that kind of book association to children in the class room, I wondered, by reading aloud and talking informally of book friends, and was it for the teacher or for the children's librarian to make the attempt?

Knowing something of the many subjects which a teacher in the grade schools must attempt, I felt pretty sure that most of them would be willing to share the library period with an outsider, if the principal assented to the plan, so a call on the principal of the school which seemed to offer the best field for a start was the first step. My plan was to take the seventh and eighth grades and go to each class once a month, taking boys and girls separately but grouping the two divisions of the grade, A and B. Neither the principal nor the grade teachers altogether understood what I had in mind but that was hardly

to be expected, for I wasn't quite sure myself, but they took me on trial as it were, with varying degrees of responsiveness, from resignation to real interest and helpful co-operation. The work started in February, and I began by distributing the lists "What shall we read now" which we had compiled two or three years earlier for each grade, talking a little about the books in each group, "Famous old stories," "Poetry," "Biography," etc., and then leaving the lists for the children to check for books they had read. The results of the checking were rather discouraging. The number of books they hadn't read which even we children's librarians take for granted all children read was somewhat of a surprise. Moreover there were some who seemingly never read at all. I should have said previously that the school is attended by children in fairly good circumstances, their parents being chiefly small shop-keepers or mechanics, probably American-born, tho one would work back in two generations, I imagine, to a foreign-born grandparent.

I paid three visits to each grade during that term, and I talked about many books in my experimental eagerness, altogether too many, I think, as I look back on it now. Often, I'm sure, I crowded so much into those thirty minute periods that the children carried away only a muddle of words, but they were responsive, and my welcome from both class and teacher was a little more cordial each time. I tried a poetry period on each grade, and found "Sir Launfal" and "Lochinvar" liked by the girls, and I tried "The highwayman" on the seventh grade boys after hearing Alfred Noyes read it himself, and made a doubtful success of it. I struck a responsive note in the teacher of the eighth grade girls by an afternoon of "Famous girlhoods," an idea which I borrowed from Miss Hewins "Books for boys and girls," for in work of this kind I feel one is free to appropriate other people's ideas wherever found in a spirit of professional freemasonry. I read that afternoon from Mary Antin's "Promised land," and found that this grade teacher had a special admiration for Mary Antin, and that she also made a practice of

having her girls give two-minute talks once a week about famous women. So, ever since, I've been providing lives of famous women for that grade. The teacher of the seventh grade boys proved to be a woman with an enthusiasm for the heroes of romance, Siegfried, Roland, and others, and as I was fresh that year from a summer in the Pyrenees, I had a glorious period with her boys telling the story of the Pass of Roncesvalles. There were bad days too. I tried Hector and the walls of Troy on the eighth grade boys and got nothing but apparent boredom. Yet it was one of these boys who at the end of the term said, "I like those stories all right when you read 'em, but I don't like to read myself." On the whole I closed the work in June with the feeling that the library periods had waked me up to many things, and that I had at least made sure of my welcome another year.

And so it proved, and these library periods have gone on for the last two years until they are now, I think, an established part of the schedule. I have confined the work to the seventh and eighth grades, not because it would not be equally interesting and worth while with the lower grades, but because the library schedule will not permit of many hours for this work. By this plan, one has the same children for two consecutive years while each successive promotion brings in a new group. Last year I started the periods in a second school, which means giving the hour from 2 to 3 on two afternoons each week to these visits, besides the necessary preliminary preparation. If the work must be limited I think the seventh and eighth grades need it most.

Our library story hour does somewhat the same thing for the younger children but by the time the boys and girls reach the seventh grade they are outgrowing the story hour. They have reached the mental state which George Macdonald describes in "The princess and Curdie" when he says, "At all events, as Curdie grew older he began to grow coarser and commoner, more like a stupid miner and less like the manly boy he had been. On his way to and from the mine he took less and less

notice of the bees and butterflies, moths and dragon-flies, the flowers and the brooks and the clouds. . . . In fact, he began to make up his mind that the only things that were true were such things as he could see and touch and handle for himself. He began to feel that he did not want to hear anything about what his father or his mother knew or believed. That was simply old people's talk and of no use at all. As for the things which had been gathered together from what all the people of the world had believed for thousands and thousands of years—why, that was just tiresome stuff which could not interest anyone." It is at this age, if I may quote Macdonald again, that we want to help the children to understand that "it is what the whole world has found out to be true during thousands of years—the world's experience, as we say—which makes it possible to do new and beautiful things to-day," and that of "all these true things the best is something which you cannot see, nor hear, nor touch, but only believe in."

In the last two years I have learned to do more reading and less talking, letting the books talk for themselves by taking some one story which I can read in its entirety, or some part of a book, telling just enough to give the introduction and the connecting links, and leaving it to the children to get the book later if they want it. You will be interested, perhaps, in some of the books I have read and I'm going to speak of both successes and failures. Someone said to me last spring that she thought a round-table on "our failures" would be distinctly encouraging to some of the younger members of the profession and I'm inclined to agree with her. We've all had them and individually we've all learned from them, but perhaps we're a little selfish about sharing them, while we love to tell of our successes.

I read Dickens' "Christmas Carol" to all the groups for a Christmas story, and it proved once more its universal appeal. "Master Skylark" is a favorite with the seventh grade girls and was particularly useful during the Shakespeare tercentenary. By the way, each class took part in the school celebration of that anniversary and

came as a class during school hours to look up costumes and to see our Shakespeare exhibit, and to find songs and other material for their program. I had great fun one afternoon introducing Thomas Bailey Aldrich's "Bad boy" and his adventures of the Fourth to the seventh grade boys; and I shall never forget the day I told the eighth grade boys the story of Scott's last voyage—an afternoon which began with a pervasive atmosphere of restlessness, changing to interest as the spirit of that hero tale caught them, and when I finished reading Scott's last message with, I'm afraid, a none too steady voice, for it's one of the things which grips one's throat, there was absolute silence, and I even caught the glint of moisture in the eye of two or three of those would-be-hardened young fourteen-year-olds.

"The winged hats" from "Puck of Pook's Hill" was a divided success, going unexpectedly well with the eighth grade boys of one school and unexpectedly badly with the same grade of the other school. "The perfect tribute" is another story which has been alternately very successful and quite ineffectual. In these cases, it was failure I should say, to create the right atmosphere, a thing for which the storyteller is primarily responsible, but which is also easily affected by local conditions and interruptions sometimes beyond one's control. "Undine" is liked by the girls. I usually introduce it thru "Little women." They like the recommendation of an old favorite. I remember one interesting afternoon on books Rebecca talks about and another on Hildegard's favorites. One girl quaintly remarked that she always supposed that they just made up the names of all the books they talked about!

After war was declared last spring and the neutral silence preserved by the schools as to European affairs since 1914 was broken, I tried one or two afternoons of European history and current topics with some very funny results as to both knowledge and ignorance. As an instance, out of a class of fifty boys, not one knew Garibaldi by name, much less what he stands for in the liberation of modern Italy, tho his adventures proved exciting

enough to hold them, and the book about "that man who wore the shirt" was much asked for afterwards. The visit of the French Commission in May was a fine opportunity for arousing this kind of interest, for the children all saw Marshal Joffre on the occasion of the unveiling of the Lafayette Monument in Brooklyn, and recognized the pictures of him and were interested in the books and magazines we had at the library. To the girls that month, I read Daudet's "Last lesson," and altho they were hardly old enough to appreciate its full significance or its exquisite pathos, they were interested and I think they will recall their first hearing of it when they meet the story again later. That kind of memory is what I most want to give the children, not so much the completed pleasure of a story which is just on a level with their power of enjoyment, tho that too has its place, but the pleasure which cannot be given back in words of one syllable, the something which a child can feel but cannot express or altogether understand but which unconsciously broadens his sympathies and his human interest. For it seems to me that one road, and perhaps the surest, to World Peace is World Knowledge, and that no time could be more propitious than the present when "over there" is becoming a vital reality to us all, to break down the traditional isolation in which United States history has been taught and to learn that the men who have given us our national ideals and hopes are members of the greater world fellowship of those who have given their lives for freedom, truth and justice in every age and in every land. In this connection, let me mention the reading list on Patriotism just published by the New York Public Library, as a most timely and welcome source of inspiration and help.

I could go on telling of other experiences of these library periods, but I have said enough to give you an idea of them. I claim no monopoly of the idea, for I know how many others have done similar work, but for those who want to attempt something of the kind I have two words of warning. First, beware of following a course, especially one made out by some

one else. You must have an idea, a plan in your own mind of what you want to do, and you may borrow ideas quite shamelessly from other people (in fact you must always be on the lookout for ideas), but don't lay out your whole year's work so carefully that you cannot bear to change it when a new idea comes in, especially if it's one which depends for its success on being developed at once. In other words, be adaptable, and have an alternative up your sleeve in case of need, for you won't always find your class in just the mood for your program as you had planned it. And don't try to use books or stories, no matter how well recommended, which make no appeal to you, yourself. Your own interest in the story you read or the thing you talk about is vital. Otherwise your own boredom or indifference will come thru and take possession of your whole audience. Adaptability, spontaneity, interest, enthusiasm are essential, and perhaps most essential of all, preparation. You cannot read aloud successfully unless you know what you want the children to get from your reading—that is, you must know the points of your story, and you must cut skillfully to bring out those points in their proper sequence and importance, and needless to say, you must know how to use your voice. An unintelligible reader is an unforgivable offender. Perhaps this emphasis on preparation seems unnecessary, but I have heard so many people say, "Oh, I couldn't do story telling, but reading aloud, that's a different matter." It is a different matter and in some respects an easier one, but it cannot be done offhand without risk of failure.

There is one difficulty in this work, the same one which follows in the wake of all recommendations of special books, the creation of an artificial demand which the library cannot supply. Three or four copies of Billy Topsail will answer our normal demand well enough, but after I read the fight with the devil-fish, Billy Topsail disappeared so completely from the shelves that it seemed as if he had never been there. The same thing was true of "The prince and the pauper" after I read Tom's

first royal dinner, and one day, when for some reason, I suddenly altered my program, I brought Baron Munchausen into a light of popular favor by telling his adventure with the wolf, which gave him the most active winter he has ever known. If we could only live up to our ideal and always have the right book at the right time for every boy and girl, since a child's interest and enthusiasm will not always survive the ordeal of a two weeks' wait!

A variation on library periods was tried last year when a lesson in the use of the catalog was given at the library itself to each grade. For this the principal granted permission to the classes to come to the Children's Room during the last school period. The simple method which has been used in the Queens Borough Library was adopted. This teaches each pupil to look up books by author, title and subject, and to locate them by number on the shelves. The children's interest in the lessons and the appreciation of the teachers were both very satisfactory.

The establishment of Gary schools and the longer school day opens up an interesting situation for the public library. Just what part we shall be called upon to play as one of the social activities of the school neighborhood is not yet clear. So far none of the schools in our district have been Garyized, but the time is coming quickly when all the schools will realize that to spend a school period in the library is a legitimate use of school time. For us this means a new responsibility since we must prove that what we can give the children in such a period is of real value in the development of character, initiative and individuality.

EXCEPT a living man, there is nothing more wonderful than a book!—a message to us from the dead,—from human souls whom we never saw, who lived perhaps thousands of miles away; and yet these, on those little sheets of paper, speak to us, amuse us, vivify us, teach us, comfort us, open their hearts to us as brothers. We ought to reverence books, to look at them as useful and mighty things.—CHARLES KINGSLEY.

CHANGING FASHIONS IN DIME NOVEL SUBSTITUTES

By W. W. CHARTERS, *School of Education, University of Illinois*

IN 1907 the writer had occasion to ask the librarians of twenty-four of the large cities of the United States to give him a list of twelve books which boys of the dime novel age found to be as interesting as the dime novel. These lists were duly received, compiled, and put to the use for which they had been obtained.

Ten years later the writer chanced upon the study and the idea occurred to him of comparing the fashions in boys' literature in 1907 and 1917. Thereupon the same question was sent to the same libraries, and answers having been received from all, summarizing lists were compiled.

The results are presented to the readers of the *LIBRARY JOURNAL* as merely an interesting adventure into the romantic field of boy literature rather than as a serious attempt to make a weighty contribution to knowledge. The 1907 study was made for a simple, practical purpose which the results fulfilled and the 1917 request was necessarily identical with the other.

The following facts are summarized from the study:

I. In 1907, the five books mentioned by at least six cities were, in order of popularity, as follows:

Kaler's "Toby Tyler"; "Treasure Island"; "Adventures of Tom Sawyer"; "Mr. Stubbs's Brother," the sequel to "Toby Tyler"; and Drysdale's "Fast Mail."

Ten years later four of these remained, one had disappeared from the lists submitted and three had been added. The seven mentioned in 1917 by at least six cities were, in the order of their popularity, as follows:

"Treasure Island"; "Adventures of Tom Sawyer"; "Toby Tyler"; "Twenty Thousand Leagues Under the Sea"; Altsheler's "The Young Trailers"; "Fast Mail"; and "Adventures of Huckleberry Finn."

TABLE I

Dime novel substitutes arranged in order of popularity in 1907

	1907	1917
Kaler, Toby Tyler	11	10
Stevenson, R. L., Treasure Island..	10	17
Clemens, Adventures of Tom Sawyer	7	13

Kaler, Mr. Stubbs's Brother.....	7	0
Drysdale, Fast Mail	6	8
Brooks, Master of Strong Hearts..	5	2
Grinnell, Jack the Young Ranchman	5	5
Hill, Fighting a Fire	5	1
Janvier, Aztec Treasure House ...	5	1
Munroe, Derrick Sterling	5	0
Stevenson, B. E., Young Section Hand	5	1
Stoddard, Little Smoke	5	2
Stoddard, Red Mustang	5	0
Aldrich, The Story of a Bad Boy..	4	1
Barbour, Half Back	4	0
Clemens, Adventures of Huckleberry Finn	4	6
Moffet, Careers of Danger and Daring	4	3
Munroe, Cab and Caboose	4	4
Barbour, For the Honor of the School	3	1
Drysdale, Young Reporter	3	0
Goss, Jed	3	2
Grinnell, Jack Among the Indians..	3	3
Henty, Redskin and Cowboy	3	0
Munroe, For the Mikado	3	0
Munroe, Rick Dale	3	0
Pyle, Story of Jack Ballister's Fortunes	3	2
Stoddard, Two Arrows	3	0

II. About sixty per cent. of the books mentioned by three or more cities in 1907 have declined very markedly in popularity since then and of these, eight titles received no mention by librarians in 1917.

(This may be seen by reference to Table I which gives the author, title, and the number of cities mentioning each title in 1907 and 1917, and arranges the books in the order of frequency of mention in 1907.)

TABLE II

Dime novel substitutes arranged in order of popularity in 1917

	1907	1917
Stevenson, Treasure Island	10	17
Clemens, Adventures of Tom Sawyer	7	13
Kaler, Toby Tyler	11	10
Verne, 20,000 Leagues Under the Sea	2	9
Altsheler, The Young Trailers ...	0	8
Drysdale, Fast Mail	6	8
Clemens, Adventures of Huckleberry Finn	4	6
Carruth, Track's End	0	5
Grinnell, Jack the Young Ranchman	5	5
Masefield, Jim David	0	5
Altsheler, Last of the Chiefs.....	0	4
Barbour, Crimson Sweater	0	4

Burton, Boys of Bob's Hill	0	4	G. A. Henty	11	(20)	0
Cody, Adventures of Buffalo Bill..	1	4	C. T. Hill	1	(5)	2 (2)
Defoe, Robinson Crusoe	2	4	T. A. Janvier	1	(5)	1 (1)
London, Call of the Wold	0	4	J. O. Kaler	6	(30)	3 (13)
Munroe, Cab and Caboose	4	4	Jack London	1	(1)	3 (6)
Quirk, Boy Scouts of the Black			John Masefield	0		2 (6)
Eagle Patrol	0	4	A. B. Mason	0		2 (4)
Schultz, With the Indians in the			Cleveland Moffet	1	(4)	1 (3)
Rockies	0	4	Kirk Munroe	14	(40)	2 (4)
Altsheler, Horsemen of the Plains.	0	3	Howard Pyle	2	(4)	4 (5)
Brown, Two Boys in a Gyro Car..	0	3	L. W. Quirk	1	(1)	3 (6)
Grinnell, Jack Among the Indians.	3	3	E. L. Sabin	0		3 (7)
Malone, Winning His Way to West			J. W. Schulz	0		3 (7)
Point	1	3	B. E. Stevenson	4	(8)	2 (4)
Mason, Tom Strong	0	3	R. L. Stevenson	1	(10)	1 (17)
Moffet, Careers of Danger and			W. O. Stoddard	9	(30)	1 (2)
Daring	4	3	E. Stratemeyer	7	(7)	0
Sabin, Bar B Boys	0	3	E. T. Tomlinson	8	(9)	3 (3)
Sabin, Buffalo Bill and the Over-			J. T. Trowbridge	8	(8)	1 (1)
land Trail	0	3	Jules Verne	1	(2)	1 (9)
Stevenson, Young Train Dispatcher	0	3	Dillon Wallace	0		3 (5)
Wallace, Wilderness Castaways....	0	3				

III. Table II, which corresponds in form to Table I except that the most popular books in 1917 are listed in order of popularity, shows the following facts:

(a) Only two of the 1917 list are less popular than they were in 1907.

(b) Three are represented by identical numbers.

(c) Sixteen are not included at all in the list of ten years ago.

(d) Only nine books of the 1907 list are found in the list of 1917. (The reader may find these by noting in Table II the titles which have the number 3 or a larger number opposite them in the 1907 column.)

TABLE III

Relative popularity of authors of dime novel substitutes in 1907 and 1917

	1907	1917
W. L. Alden	5 (6)	0
T. B. Aldrich	1 (4)	1 (1)
Horatio Alger	5 (5)	0
J. A. Altsheler	0	9 (30)
C. P. Burton	0	2 (6)
E. S. Brooks	1 (5)	1 (2)
C. P. Burton	0	2 (6)
Hayden Carruth	0	1 (5)
S. L. Clemens	3 (13)	2 (19)
W. F. Cody	1 (1)	1 (4)
Daniel Defoe	1 (2)	1 (4)
Conan Doyle	3 (4)	2 (3)
William Drysdale	5 (12)	3 (8)
B. A. Dunn	5 (6)	0
Edward Eggleston	3 (4)	0
E. S. Ellis	6 (9)	1 (1)
W. L. Goss	3 (6)	1 (2)
G. B. Grinnell	4 (10)	3 (9)

(Table III needs a word of explanation.

It is composed of two lists: one of twenty-six authors who were mentioned four or more times in connection with one or more titles in 1907 with the number of times each was mentioned in 1917; and the other of twenty-two authors who were mentioned four or more times in 1917 with the corresponding number of times each was mentioned in 1907. The number in parenthesis in each column indicates the number of times the author was mentioned and the figure to the right of this indicates the number of his books mentioned in the respective years. For instance, Alden in 1907 had five titles mentioned a total of six times and in 1917 had no mention.)

IV. The following facts are of interest in Table III:

(a) The 1917 list includes seven new authors not mentioned in 1907. These may be found by noting the ciphers in the 1907 column of Table III. Altsheler is conspicuous.

(b) The large proportion of seventeen out of twenty-six authors included in the list on a four-times-mentioned basis in 1907 are not mentioned as often as four times in 1917. Most conspicuous in waning popularity are Ellis, Henty, Stoddard, Stratemeyer, and Trowbridge.

(c) Six authors in the 1907 list received no mention in the 1917 returns. These may be found by noting the ciphers in the 1917 column.

(d) Nine authors are mentioned four or more times in both 1907 and 1917. These are Barbour, Clemens, Drysdale, Grinnell, Kaler, Munroe, Pyle, B. E. Stevenson, and R. L. Stevenson.

(e) The 1917 readers seem to concentrate on fewer books. In 1907, of the twenty-six authors mentioned four or more times, thirteen each had more than four books listed while in 1917 only two out of twenty-two had more than four titles listed. And in 1907 the twenty-six writers had a total of 124 titles while in 1917 the twenty-two writers had only sixty-one titles mentioned. Also, 203 titles were mentioned in 1907 and only 153 in 1917.

CONCLUSIONS

It is obvious, of course, that no scientific conclusions can be drawn from these data but they do raise a number of interesting questions such as the following:

(a) What are the differences between the nine permanent and popular books and those of the six authors that disappeared from the 1917 returns?

(b) Do these nine books indicate that good literary form is an important element of popularity among boys?

(c) What causes the rapid shifting of interest disclosed in the data?

(d) Is this shifting among boys as great as among adult users of the libraries?

(e) What characteristics of boy psychology would an analysis of these best sellers indirectly reveal to the psychologist and the teacher? A study of this particular problem might be of unusual educational value.

UNDER the auspices of the Public Service division of the University of Montana a series of lectures on the nations of the Great War is being given at the University and in various cities of the state, the proceeds from the lectures being devoted to the Red Cross. Each lecture is first given at the university and then in the following cities: Deer Lodge, Philipsburg, Butte, Anaconda and Dillon. The subjects of the lectures are: Germany, Belgium, Russia, England, France, Turkey, Italy, Balkans and Scandinavia.

SCHOOL AND LIBRARY RELATIONS IN NEW YORK STATE

THE school libraries division of the New York State Department of Education has sent out a pamphlet prepared by Dr. Sherman Williams and addressed to librarians and principals of public secondary schools, embodying the results of an investigation made by the division as to the relations that exist, or should exist, between school libraries and public libraries.

In studying this question the following facts are worth serious consideration:

The number of secondary public schools in the state is	749
The number of these located in cities or villages in which there is no public library is	201
The number of public libraries in the state is	548
The number of branch libraries is	105
The number of public libraries that are open every day and have paid librarians is only	197
The number of libraries that are not open every day but that have paid librarians is	117
The number of libraries that are not open every day and that pay their librarians \$25 a year or less is	32
The number of libraries that are not open every day and do not pay their librarians any salary at all is	70

The questionnaire sent out to libraries sought to find out to what extent the libraries had established definite relations with the schools as such, not with individual pupils. To secure this data, the following questions were asked:

- 1 Do you lend books to the schools in your vicinity; that is, to the schools as institutions, distinct from the individual pupils?
- 2 If you do, to what extent and under what conditions?
- 3 Do you in any way aid the teachers in their use of the school library? If so, in what way and to what extent?
- 4 Do you ever visit the schools in your place or vicinity and talk to the children about their reading, and their use of the school library and the public library?
- 5 Do the principals or teachers ever ask you to do this? If so, to what extent?
- 6 Do you ever invite the pupils to come to your library so that you may talk to them about the use of the public library? If so, about how many come?
- 7 About what proportion of the pupils in

the public schools draw books from your library regularly?

- 8 State what you think it is feasible for your library to do to make the use of the school library of greater value.

Only 136 of the 548 libraries in the state reported, and many of those that reported answered only a part of the questions asked. A summary of replies with some comments will be of interest.

To question 1 there were 63 affirmative answers and 73 negative—an unfortunate majority on the wrong side. Question 2 brought out very varied responses, and it was evident that no general plan had been worked out acceptably. Seventy-six answered question 3 in the negative; 47 help in one way or another. To the fourth question 97 reported that they do nothing; 31 attempt to help. Answers to question 5 disclosed the fact that 106 libraries had never been invited by principals or teachers to speak to the children on library matters; only 20 libraries reported that they had ever been so invited. From question 6 developed the fact, on the other hand, that 84 librarians have never given special invitation to pupils in schools to come to their libraries for instruction in its use; 47 have given such invitations, with varying results. In response to question 7 the following figures came out: 25% or fewer, 18 libraries; 25% to 50%, 37; 50% to 75%, 24; 75% to 90%, 7. Answers to question 8 were too varied to be summarized, but the need of closer co-operation was felt by all.

The questions sent to principals of high schools were:

- 1 About what proportion of your pupils regularly draw books from the public library?
- 2 Has the librarian of the public library in your place shown any interest in your school library? If so, how?
- 3 Have you ever asked her assistance?
- 4 Does the librarian of the public library ever meet your pupils either at school or at the public library, and discuss library matters with them? If either has been done, to what extent have the pupils responded? Have you ever invited the librarian to do either?
- 5 Have you a satisfactory high school librarian?
- 6 State what you think it is feasible for

you, your school authorities, or the librarian of the public library to do to make the library work in your school of greater value.

Only 466 of the 749 principals addressed made any reports on question 1. From 1% to 25% was reported by 46; from 25% to 50%, 77; and from 50% to 92 1/6%, 75. The others made indefinite replies or had no knowledge. To question 2 141 replied in the affirmative; 81 in the negative, but in many of the smaller libraries, where the librarian is little more than a clerk, it can hardly be expected that they will take on any extra burden. To question 3 there were 109 affirmative answers, and 99 negative, and question 4 had 138 negative and 60 affirmative replies—two painful evidences of lack of co-operation.

On question 5, 8 reported that there were no high school librarians in their schools, 6 that their librarians were fairly satisfactory, 73 that they were not satisfactory, and 197 that they had satisfactory high school librarians, which may indicate that they were easily satisfied. A few had the grace to say that there was need of having more time given to library work. The fact that the majority of the high school principals were satisfied with the library work done is considered by Dr. Williams the most discouraging feature of the reports that have come from either the principals or the librarians. The last question, as in the questionnaire sent to the libraries, brought answers almost as varied as they were numerous, and put stress on changes that are desirable rather than those which are immediately feasible.

THE MOVIE VERSUS THE BOOK

How much children's knowledge is colored by the motion pictures they see was recently shown by a conversation between two boys at the book truck in a Cleveland branch. One boy spied a copy of "Rebecca of Sunnybrook Farm," and said to the other, "Oh, that's a good story. Do you know it?" "Sure," was the answer, given in a very superior tone of voice. "Sure! I know it. That's all about Mary Pickford."

GRADE LIBRARIES IN ROCHESTER, N. Y.

THE grade libraries of Rochester have some features which are common to such libraries in other cities and some which are unusual, if not unique. The success of these libraries anywhere depends in large measure on the nature and extent of the co-operation between the public library and the public schools.

The Board of Education early recognized the need of carefully selected books of general reading for the pupils of the graded schools and outlined a plan for supplying them. In order to distribute the expense and labor of providing a sufficient number of books, it was decided to spread their introduction over several years. Accordingly each year all the class rooms of one grade thruout the city were supplied.

In 1912, when the Rochester Public Library was organized, the Board of Education at once recognized its peculiar fitness to administer these grade libraries. Profiting by the experiences of other cities, they made an agreement according to which the Board of Education retains ownership of the libraries and meets the expense of re-binding and replacing volumes while the library manages and operates them for the benefit of the schools.

During the first summer all the books were assembled at the library and thoroly overhauled, regraded and redistributed. A simple system was introduced for keeping record of circulation and of the exact books sent to each school. Each A and B division of a grade was sent twenty-five books which later were supplemented until the average number now is thirty-five books in grades below the fifth and thirty books in grades above the fifth.

Every class has practically the same titles in its collection that every other class of the same grade has. Thus the books are so graded that a child entering the Third B grade anywhere in the city, has access to the same books that every other Third B grade pupil has in any school in the city. A grade library is a fixed unit to which the pupil is introduced as he passes thru that grade. As he is promoted to higher grades he finds awaiting him a new set of books,

each of a higher mental level to suit his constantly unfolding intelligence.

If the pupil reads one book a week during the forty weeks of the school year, he has the choice of forty out of seventy books each year.

One report blank is sent at the end of every month to each of the forty schools. After each teacher has recorded the circulation of books in her grade the report is returned to the library by the principal. Once a year an inventory is taken at each school. At that time books are also examined for repairs, new cards are provided where necessary and all minor adjustments are made.

The books receive hard usage and many are worn out every year. In order to replace these discarded copies and gradually improve the general selection by adding new titles, a list of books needed is prepared annually by the library. The purchase of these new books, together with the amount needed for re-binding and repairing is approved by the school authorities, who order the books delivered to the library, where they are received and prepared for circulation.

The head of the Children's Department of the Public Library attends principals' meetings, teachers' associations and institutes and frequently brings the matter of pupils' reading before the teachers at these meetings and also at the faculty meetings of individual schools. She also gives every year a course in children's literature and the use of grade libraries to the members of the senior class at the City Normal School, thus enlisting the interest and co-operation of the coming teachers in the use of these libraries.

This course consists of twelve lectures on such topics as, relation between libraries and schools; problems of children's reading; history of children's literature; evaluation of books; methods employed in the care, use and management of the grade libraries, and ways of interesting children in the books. With these lectures assigned reading and problems are given. The course closes with a written test. Next year this course is to be supplemented by a course of ten lessons on "The use of

books in the school library" and is to be given by the librarian of the Normal School. These combined courses should lead to a credit in the Normal School curriculum.

There are at present 478 grade libraries, each in charge of a teacher. The total number of books in use during the last year was 14,842, and the total circulation for the year ending Dec. 31, 1916, was 175,297. There has been an average increase in the use of the grade libraries of about 20,000 volumes per year since 1912.

One of the special features of the grade libraries in Rochester is the ownership of the books by the schools, which begets a more thoro-going co-operation than when the books are supplied by and at the initiative of an outside agency. These books are now regarded as a regular and essential part of the school equipment. Official instructions regarding their use are issued thru the office of the Superintendent of Schools and every one connected with the schools has a deeper sense of responsibility for their full and effective use.

The other distinguishing feature is that of a fixed collection for each class room and grade. Instead of moving books back and forth between library and school and between different class rooms, the books remain stationary while the procession of readers goes by from term to term. This rotation of readers instead of books is more simple and economical from the standpoint of both school and library, so far as management is concerned, and practical educational results are very satisfactory.

ADELINE B. ZACHERT.

IN Great Britain there has been, since the beginning of the war, a great revival of interest in the study of Russian. Over 55 per cent of the universities and colleges of England have established courses in Russian, and in Scotland four higher institutions and 18 continuation centers have courses in Russian attended by 560 students.

THE National Education Association will hold its annual conference in Pittsburgh, Pa., June 30 to July 6.

MIDDAY MOVIES AND THE HIGH SCHOOL

THE use of "movies" at East Technical High School, Cleveland, has been so beneficial in its results that it is now considered an established feature of school life.

For three years one of our progressive teachers has assumed the entire responsibility of selecting and procuring the films shown. He voluntarily renders this service in addition to his regular school activities and, by daily trips down town, keeps in close touch with films being exhibited at various play-houses. He allows no film to be shown at the school until he has first seen it or knows it to be absolutely suitable.

At first there was little uniformity among the film exchanges in their methods of dealing with each other and this lack of organization among themselves made it difficult for an outside organization to have satisfactory dealings with them. After three years' experience with these exchanges our representative has succeeded in developing a certain policy to govern the school dealings with them, and better organization among the exchanges themselves has made it possible to secure better co-operation and a more favorable attitude in general towards school movies. This has resulted in securing many fine films at a much lower rate than is possible for the ordinary moving-picture houses.

The aim is education tho there are many films shown which are purely recreational. These recreational films are usually shown in connection with films of a strictly serious nature and are usually of the nature of animated cartoons.

The following will serve as examples of the films shown:

20,000 leagues under the seas (8 reels).
Pudd'nhead Wilson (5 reels).
Vicar of Wakefield (8 reels).
Molly-make-believe (5 reels)—Marguerite Clark.
Cinderella (5 reels)—Mary Pickford.
Silas Marner (7 reels)—Frederick Warde.
Last days of Pompeii (9 reels).

Those of a more serious nature have included the Burton Holmes travelogs, the Living Book of Nature, Travels in South America, The Pathé News and many films

of current war interest such as the use of aeroplanes in France. The large railroads of the country have voluntarily loaned many beautiful colored slides to use in connection with their travel films. Many government films have also been shown to illustrate the development of various sections of our country but, on account of their highly technical tendency, they are not as popular as we wish they were. They are sent to us at irregular intervals and are often scheduled elsewhere within a limited time so that the regular film often has to be suspended temporarily.

The movies are shown at noon in the auditorium and it is estimated that 90 per cent of the entire student body of over 2000 voluntarily attend each day. The three lunch periods are lengthened a few minutes making it possible to show one reel at the end of each lunch period, and these fifteen minutes spent in noon-day movies has, in many cases, proved the only source of entertainment in which pupils can afford to indulge. The interest manifested at each assembly has made the matter of discipline very simple, tho there is careful supervision by one of the teachers.

The financial end is met by a voluntary contribution once each year, the small sum of five cents being solicited from the pupils of each home-room wishing to contribute.

In these days when there is such a wide spread enthusiasm for the moving-picture it is interesting to note the reaction on the reading of our school movie-fans.

In our high school library it has been most interesting to follow the influence which the pictures have exerted because we have had advance notice of the film to be shown and have prepared our available book material to meet the demand. A slide was made which called attention to books in East Technical Library on the subject of the film to be shown and this slide is run on daily before the reel. This has stimulated an interest in many standard books which high school pupils too often consider dull and has brought to the library many who wish to read only after seeing the story in picture form.

EDITH L. COOK, Librarian,
East Technical High School.

THE MOTION PICTURE AS A SUBJECT FOR DISCUSSION IN SCHOOLS

"Has not the time arrived for including the motion picture as a subject for discussion in the upper grades of grammar schools and in high schools?" asks H. F. Sherwood in a letter to the *Journal of Education* for Dec 27. "The drama and various other forms of art are not considered unsuitable for such purposes. The motion picture touches the lives of more people than any other art form. It is becoming more and more a family entertainment. Why should not young people learn something about the good qualities of motion pictures thru discussion, in order that their tastes may be developed in the support of the better types of photo-plays? One of the valuable things about special performances of suitable films for young people is the re-action upon the production of good motion pictures. We are not going to be able to prevent people from going to see motion pictures. Therefore it is important that constructive means be devised and adopted of stimulating support of the better types.

"Last fall a series of posters prepared for the National Committee for Better Films (a committee of the National Board of Review of Motion Pictures) was put on exhibition at the Hebrew Technical School for Girls, Second avenue and 15th street, New York City. The girls were taken by classes to look at the posters and voted upon their merits from their points of view. The teachers also conducted discussions of the question of motion pictures and the kinds of pictures which they liked. The exhibition was closed on Oct. 19, when, upon invitation of the principal, a member of the staff of the National Board of Review of Motion Pictures addressed several hundred of the students ranging from thirteen to fifteen years of age in the auditorium on the subject of motion pictures. A larger part of the half-hour occupied was given up to the asking of questions which would lead the girls to express their views regarding pictures—the kind which chiefly interested them. The reasons for their interest were brought out as a basis for discussion of the question of what constituted good motion pictures. The answers to the

questions as to why certain films were liked were very much to the point and while the exact term was not always used the idea was clearly expressed. Following the stimulating discussion, the speaker talked about the constructive attitude toward photo-plays and answered questions. A markedly wholesome and sane attitude toward motion pictures had been developed by their month's discussion of the subject. The students seemed to be very keen in their interest and enthusiasm."

A VIRGINIA HIGH SCHOOL LIBRARY

We have recently received an interesting letter from Miss Julia Graham Aunspaugh, for several years an enthusiastic teacher-librarian in the Maury High School of Norfolk, Va. School libraries in the South are few and far between, and Miss Aunspaugh has worked unceasingly and unselfishly for the best interest of the one in her own high school—even to the recommendation of a trained librarian to supplant her in her position! She says in her letter:

During the session of 1911-1912, a literary society in the city gave to the New High School a small collection of novels which they had collected. This became the nucleus of the library. In the new \$250,000 building, a room had been planned for a library furnished with Wernicke cases, large tables, and chairs for about 37 students. In 1912 a teacher was appointed by the school board to keep the library open before school, after school, and at recess, with a small remuneration of \$15 a month. Later two teachers were appointed to share the work at \$10 extra a month.

The books first bought were those on the list recommended for High Schools by the National Council of Teachers of English. Later we secured those on the list of the Education Board of the United States and Canada, which comprises many excellent stories of adventure on the frontier and in foreign lands by our missionaries. With these were also many books asked for by the teachers and heads of departments. The School Board always allowed \$35 or more for magazines and the Reader's Guide.

In 1913-14 we bought about \$300 worth of books; in 1914-15 we were allowed \$200 a year for books. In 1916-17, due to certain changes in administration, we were unable to purchase more than \$5 worth of books, instead of \$200 that the board allowed. It is to be hoped that we will be able to make that up this year.

The School Board sent one of the librarians to New York to attend the Library Exhibit for Schools held in connection with the National Council of Teachers of English. She arranged for this exhibit to be sent to the Norfolk Maury High School in January, and it was an eye-opener to many of the teachers who studied it—they spent hours and hours taking valuable notes from it.

In her report the teacher-librarian recommended that a regular librarian be employed to give all her time to the work of the High School Library. This recommendation was acted on and a librarian who had been in the Norfolk City Library for about 20 years was employed this year with a salary of a regular teacher. The library grew in about three years to nearly 1300 books.

We have arranged a card catalog and the books are being gradually arranged by the Dewey system. Unfortunately this system was not begun by the first teacher-librarian.

The number of pupils who used the library one month this session was 5067. The number of books taken out by them in one month was 1298. The library is far too small to accommodate the pupils who flock in there every period, and the librarian is kept busy helping them find references. Some library lessons are given in the library. The library is far from ideal but last December I was proud to see that it was the only school library on the National Council map of high school libraries from Baltimore to Texas. I do not mean that I was proud of the South in her lack of library work but that I was proud to claim recognition for our library.

We have in the city of Norfolk a Carnegie Library, and a beautiful branch library of that just across from the High School, but it is not anything like so complete as our high school library, nor is it used so much as ours with our 1700 pupils.

Among the teachers who attended the High School Library Exhibit in November was one from Hampton who has charge of the school library here. Several of our Grammar School Principals have also made good beginnings for libraries in their schools and were keen to get all the information possible. You see, therefore, that Norfolk is in the lead in regard to Libraries in High Schools.

A NUMBER of centennials occurring in 1918 deserve notice. The U. S. flag was adopted by Congress on April 4, 1918; the adopted by Congress on April 4, 1818; the ruple alliance between Great Britain, France, Austria, and Holland was formed in 1718; Richard Lovelace and Abraham Cowley were born in 1618; and Paul Revere died May 10, 1818.

CHILDREN'S ROOM AT GENESEO NORMAL SCHOOL

THE new children's room was formally opened on Thursday afternoon, November 1, and altho the equipment was not yet complete, the room was decidedly attractive, with a bright fire burning in the fireplace, lighted candles in brass candlesticks on the mantel, and with the window seats, ingle nook and even the floor filled with groups of eager children.

The room has attractive oak woodwork with a dull finish; the walls are a deep cream, almost yellow, and with delft blue hangings at the windows, a charming color scheme has been worked out. The pictures have been chosen primarily for their appeal to the children, but the deep blue of "The vision" and the same shade in the Volland prints carry out this same color harmony. Low book shelves, filled with favorites, and a special case of the lovely illustrated editions, really furnish the room.

The opening day was made one long-to-be-remembered by the presence of Miss Zachert of Rochester. Three groups of children, including the entire practice school, were entertained during the afternoon by stories, told as only Miss Zachert knows how to tell them. The fifth grade have shown their appreciation of the stories and their new room by some very interesting letters written during their English period. The grades were given a welcome by Miss Richardson and made to feel that the room is their very own. They have shown that they appreciated this welcome by the joy they have taken in the room during their library hours.

Here is one of the letters written by a fifth grade child the day following the opening of the room.

The children's new library is a lovely success. It has a lovely fireplace in the front of the room—it makes the room so homelike. I'm sure the children will enjoy it. I know I will. Thursday afternoon, Miss Zachert told the children stories. One was "Robin Goodfellow," second "St. Anthony," and the third story was "The three sillies." They were all very, very good.

There are pretty blue curtains up at the windows. In the center of the room there are two poles and little seats are attached to the poles. There are lovely benches or window seats for the children to sit on. On the mantel there are two white candles. The electric lights are like moonbeams. I thank all those who helped make and plan the children's library.

In the evening of the opening day, the faculty and town people were invited to the same room to become acquainted with it and to hear Miss Zachert, who talked about the selection of children's books and told more delightful stories.

The day helped greatly in making the children and teachers as well feel at home in the new room, and in establishing the right atmosphere for the work that it is hoped can be accomplished thru library hours and similar periods.

THE NEED FOR ADEQUATE LIBRARIES

TESTIMONY to the value of libraries and reading was given by the scholar Edward Everett many years ago:

"We provide our children with the elements of learning and science, and put it in their power by independent study and research to make further acquisition of useful knowledge from books, but where are they to find the books in which it is contained? Here the noble principle of equality sadly fails. The sons of the wealthy alone have access to well-stored libraries, while those whose means do not allow them to purchase books are too often debarred from them at the moment when they would be most useful. We give them an elementary education, impart to them a taste and inspire them with an earnest desire for further attainment—which unite in making books a necessary of intellectual life—and then make no provision for supplying them. I would not overrate the importance of book-learning. It is of little value without original inquiry and original thought. But good books are the record of the original inquiry and thought of able men, which surely do not lose their value by being put upon paper for the benefit of others. Everyone regards an opportunity of personal intercourse with men eminent for

talent and learning as a great privilege and source of improvement—to study their works is most effectually to cultivate this intercourse. It is generally impossible, from the nature of the case, to have personal intercourse with any persons of eminence, except a very few of our own countrymen and contemporaries. By books we get access to the great men of every country and every age."

School Library Question Box

How many war books would you buy for a high school library?

Answering for the small town high school which has normally a limited book fund, one would say that the selection should be carefully made with some reference to permanence of interest, and that much of the demand should be cared for thru bulletins, periodicals and pamphlets.

The list given in the *Wisconsin Library Bulletin* for June, 1917, gives a good foundation for school as well as public library use. For further material books may be borrowed from the public library or from the state library commission.

The following list is suggested as a minimum:

Benezet, Story of the map of Europe.
Bingham, Handbook of the European war, v. 2.
Hazen, Europe since 1815.
Hazen, Modern European history.
Hazen, Political and social history of modern Europe.
Sheip, Handbook of the European war, v. 1.

Statesman's year book.
World almanac.

Boardman, Under the Red Cross flag.
Clarke, Treasury of war poetry.
Garey & Ellis, Junior Plattsburg manual.
Wells, Mr. Britling sees it through.
Wilson, President Wilson's great speeches.

Personal Accounts

Aldrich, Hilltop on the Marne.
Empey, Over the top.
Peat, Private Peat.

Magazines

Current History Magazine.
Literary Digest.
Red Cross Magazine.
World's Work.

WAR BOOKS FOR HIGH SCHOOLS

THE following list of war books for high school use was prepared by Bessie Sargeant Smith, supervisor of high school libraries and smaller branches for the Public Library of Cleveland:

Aldrich, Hilltop on the Marne.
Ayscough, French windows.
Beith, All in it.
Beith, The first hundred thousand.
Bell, First Canadians in France.
Benjamin, Private Gaspard.
Boyd, With a field ambulance at Ypres.
Brooks, The fighting men.
Buchan, Battle of the Somme.
Buswell, Ambulance No. 10.
Cheradame, Pan-German plot unmasked.
Cobb, "Speaking of Prussians."
Cohen, The Ruhleben prison camp.
Davis, With the French in France.
Dawson, Carry on.
Empey, "Over the top."
Fitzgerald, "Mademoiselle Miss."
French, At Plattsburg.
Gallishaw, Trenching at Gallipoli.
Gerald, The war, Madame.
Gerard, My four years in Germany.
Gibson, Journal from our legation in Belgium.
Hankey, Student in arms.
Huard, My home in the field of honour.
Hunt, War bread.
Irwin, The Latin at war.
Joffre, General Joffre and his battles.
MacQuarrie, How to live at the front.
Masfield, Gallipoli.
Mortimer, A green tent in Flanders.
Peat, Private Peat.
Pier, The Plattsburgers.
Powell, Italy at war.
Seeger, Letters and diary.
Sheahan, A volunteer Poilu.
Sheahan, Soldier of France.
Stevenson, At the front in a flivver.
Stobard, Flaming sword in Serbia.
Turczynowicz, When the Prussians came to Poland.
Ward, Mr. Poilu.
Wells, Mr. Britling sees it through.
Wilson, Why we are at war.
Wood, Note-book of an intelligence officer.

THE Bureau of Occupation established by Hunter College in New York City is attempting to supply college women, both graduates and undergraduates, for both full and part-time positions. In the long list of occupations given on their circular of information, indexing, library work and filing are all included. A registration card is kept for each graduate wishing to make use of the bureau.



VIEW OF INTERMEDIATE FLOOR IN MAIN STACK ROOM

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The bookstack is 8 tiers high and arranged for future horizontal extension. Present capacity, 135,936 volumes, future capacity when complete, 339,840 volumes.

The gray iron uprights supporting a superimposed load of 8 tiers are made open to permit light and circulation of air; they are compact and without hollow spaces; the ends of the shelves are only 7/16 inches apart, so that the maximum amount of room is available for the books.

The oversized stationary bottom shelves extend over and protect the ventilating deck slits, thus preventing objects dropping through and also providing accommodation for wide books.

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Clark, Arthur H. Co., Cleveland, O. Americana, Civil War, Arctic, South and Central America, Travels, Geography, Periodical Sets, Newspapers, etc.

Franklin Bookshop, Philadelphia, Penna. Natural History, Americana, Old Medical.

McGirr's State House Bookshop, 221 S. Fifth St., Philadelphia. Americana, early legal, etc. Books, Prints, Autographs.

McVey, John Joseph, 1229 Arch St., Philadelphia, Pa. Americana, General History, Science, Theology.

Rosenbach Co., 1320 Walnut St., Philadelphia, Pa. Americana, English Literature Mss., Early Printing.

Schulte, Theo. E., 82-84 Fourth Ave., New York. Americana, General Literature, Theology.

Scopes, John E., & Co., 33 Maiden Lane, Albany, N. Y.

Newhall, Daniel H., 154 Nassau St., N. Y. Americana.

ANTIQUE

Burnham Antique Book Store, Boston, Mass.

P. Stammer, Bookseller and Bookhunter, Out-of-print Books a specialty.

ARCHITECTURAL

E. Weyhe, 708 Lexington Ave., New York City. Architecture, Fine and Applied Arts, Prints.

GENERAL AND WHOLESALE

Aldine Book Co., 295 Ninth St., Brooklyn, N. Y.

Anderson, John R., 31 W. 15th St., New York.

Blessing, W. P., Mgr., 328 Wabash Ave., Chicago.

Cadmus Book Shop, 150 W. 34th St., New York City.

Caspar, C. N., 431 E. Walter St., Milwaukee, Wis.

Clarke, Charles W. Co., 128 W. 23rd St., New York.

Crawford, A. J., 4th and Chestnut Sts., St. Louis, Mo.

Foley, P. K., 14 Beacon St., Boston, Mass.

Goodspeed's Bookshop, 52 Park St., Boston, Mass.

Heartman, Charles Fred., 36 Lexington Ave., New York.

Humphrey, G. P., 65 Spring St., Rochester, N. Y.

Hunting, The H. R. Co., Springfield, Mass.

Huston, A. J., 92 Exchange St., Portland, Maine.

Lauriat, Chas. E. Co., 385 Washington St., Boston.

Leary, Stuart & Co. (Leary's Book Store), Ninth St., below Market, Philadelphia.

Lemcke & Buchner, 30 W. 27th St., New York.

Liebeck, C. F., 837 E. 63rd St., Chicago, Ill.

McClurg, A. C. & Co., Booksellers, Publishers & Stationers, Retail, 215-221 Wabash Ave.; Wholesale, 330, 352 E. Ohio St., Chicago.

Matthews, L. S. & Co., 263 Olive St., St. Louis, Mo.

Mendoza, Isaac, Book Co., 17 Ann St., New York.

Morris, Tho. Book Shop, 24 North Wabash Ave., Chicago, Ill.

Morrison, Noah F., Elizabeth, N. J.

Powner's Book Store, 33-37 N. Clark St., Chicago, Ill.

Preston & Rounds Co., Providence, R. I.

Putnam's Sons, G. P., Booksellers and Library Agents, 2 W. 45th St., New York City; 24 Bedford St., Strand, London.

Robinson, E. R., 410 River St., Troy, New York.

Scrantom, Wetmore & Co., Rochester, N. Y.

State House Book Shop, 221 S. Fifth St., Philadelphia, Pa.

Wanamaker, John, Philadelphia and New York. New Books, Remainders and Rare Books.

FOREIGN BOOKS

Brentano's, Publishers, Booksellers and Importers of Foreign Books, Fifth Ave. and 27th St., New York.

Stechert, F. C. Co., Inc., 29-35 West 32nd St., New York.

Stechert, G. E. & Co., 151-155 West 25th St., New York. Books in various languages.

LAW BOOKS

The Harrison Company, Atlanta, Ga.

MAGAZINE SETS

Boston Book Co., Boston, Mass. Larger stock of magazine sets than all other dealers combined.

Wilson, The H. W., Co., New York City. Sets and odd numbers bought and sold.

PUBLISHERS

Putnam's, G. P. Sons, Publishers, 2 West 45th St., New York; 24 Bedford St., Strand, London.

REMAINDERS

McDevitt-Wilson's, Inc., 30 Church St., New York. Publishers' Remainders, Old, New and Rare Books, Subscription Sets.

Malkan, Henry, 42 Broadway, New York.

Union Library Association, 225 Fifth Ave., New York. American and English Remainders.

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Foreign**ENGLISH**

Baker's Great Bookshop, 14-16 John Bright St., Birmingham, England.

Bumpus, J. & E., Ltd., 350 Oxford St., London, England. Scarce, Fine and General.

Dulau & Co., Ltd., 37 Soho Square, London, W. Natural History and Scientific.

Edwards, Francis, 83a High St., Marylebone, London, W., England.

Ellis, Messrs., 29 New Bond St., London, Eng.

Gray, Henry, Genealogical Record Office & Book Store, 1 Churchfield Road East, Acton, London, W., England. Family Histories, Pedigrees, Americana, Researches made.

Higham, Charles, & Son, 27a Farringdon St., London, E. C. Theology, second-hand and remainders.

Maggs Bros., 109 Strand, London, Eng. Specialists in Rare Books, Library Editions, Prints and Autographs.

Neville & George, 5 The Arcade, South Kensington, London. Second-hand and Rare Books. All Branches. Catalogs mailed regularly. State requirements.

Quaritch, Bernard, 11 Grafton St., New Bond St., London, Eng.

Salby, George, 65 Great Russell St., London, W. Cl. Oriental Literature, Anthropology, Archaeology, and Travel.

Sotheran, Henry, & Co., 140 Strand, London, W. C.

FRENCH

Ferdinando, Paul, 11 Rue de Chateaudun, Paris, France.

Librairie Armand Colin, 103, Bd. St., Michel, Paris, France.

GERMAN

Baer, Joseph, & Co., Hochstrasse 6, Frankfurt, Ger.

Fock, Buchhandlung Gustav, Leipzig, Germany.

Friedländer, R. & Son, Karlstr., 11, Berlin, N. W. 6, Germany. Natural History, Exact Science.

Gottschalk, Paul, 13 Unter den Linden, Berlin. Rare Books and Mss., Science.

Harrassowitz, Otto, Querstrasse 14, Leipzig, Ger.

Hiersemann, Karl W., Königstrasse 29, Leipzig, Germany.

Schöningh, Ferdinand, Osnabrück, Germany.

HOLLAND

Brill, E. J., Oriental Printer & Publisher, Leiden, Holland.

Nijhoff, Martinus, Lange Voorhout 9, The Hague, Holland.

MEXICAN

Blake, W. W., Mexico City, Mexico. All books printed in Mexico or about Mexico.

SCOTCH

Brown, Wm., 5 Castle St., Edinburgh, Scotland.

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Gaylord Bros., Syracuse, N. Y.

BINDING

Brabant & Valters Book Binding Co., 3827 East Ravenswood Ave., Chicago, Ill.

Burgmeier Book Bindery, 1909-10 W. North Ave., Chicago, Ill. Send for particulars.

Northwestern Bindery, Evanston, Ill.

George H. Sand, Cincinnati, Ohio.

Henry N. Yerger, 19 No. 13th Street, Phila., Pa.

BOOK COVERS AND MAGAZINE BINDERS

Gaylord Bros., Syracuse, N. Y.

The Gem Binder Co., 65 West Broadway, N. Y. Manufacturers of The Keystone Binder, for Newspapers and Weeklies. Self-piercing; patented.

The Holden Patent Book Cover Co., Springfield, Mass.

H. R. Hunting Co., Springfield, Mass.

W. G. Johnston & Co., Pittsburgh, Pa.

Kalamazoo Loose Leaf Binder Co., Kalamazoo, Mich.

Library Bureau, Boston, New York and Chicago.

BOOKSELLERS WITH SPECIAL LIBRARY ORDER DEPTS.

Hunting (H. R.) Co., Springfield, Mass.

Leary, Stuart & Co. (Leary's Book Store), Ninth St. below Market, Philadelphia.

H. W. Wilson Co., New York City.

BOOK STACKS, LIBRARY FURNITURE, ETC.

The Globe-Wernicke Co., Cincinnati, Ohio.

Library Bureau, Boston, New York and Chicago.

CARD AND FILING CABINETS, ETC.

Gaylord Brothers, Syracuse, N. Y.

The Globe-Wernicke Co., Cincinnati, Ohio.

Library Bureau, Boston, New York and Chicago.

CROSS INDEXING SIGNALS AND GUIDE TABS

Charles C. Smith, Exeter, Nebr.

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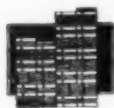
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